

**Main Criteria:** Structure and Style for Students  
**Secondary Criteria:** Mississippi College & Career Readiness Standards  
**Subject:** Language Arts  
**Grade:** 9

## Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

**Mississippi College & Career Readiness Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2016

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE</b>	<b>EI.W.9.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language

OBJECTIVE	EI.L.9.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-CW.W.11-12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-CW.W.11-12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-CW.W.11-12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	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).
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Literature</b>
STANDARD	HS-MW.RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-MW.RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-MW.RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11 12.2f.	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).
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** **Mississippi Writers**



SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-AAW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

STANDARD	HS- AAW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-  
AAW.W.11  
12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-  
AAW.W.11  
12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-  
AAW.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE HS-  
AAW.W.11  
12.2f. 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).

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-  
AAW.W.11  
12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-  
AAW.W.11  
12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-  
AAW.W.11  
12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE HS-  
AAW.W.11  
12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE	HS-AAW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TCW.W.1.1</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.1.1.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.1.1.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.1.1.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.1.1.2f.	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).

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TCW.W.1.1</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-TCW.W.1.1.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.1.1.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.1.1.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.1.1.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.1.1.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 1112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1112.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2f.	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).

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



STANDARD	HS-WL.RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS-WL.RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME**                      **World Literature**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-WL.W.9-10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9-10.2a.	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.
OBJECTIVE	HS-WL.W.9-10.2b.	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.
OBJECTIVE	HS-WL.W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9-10.2f.	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).

**THEME**                      **World Literature**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-WL.W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-WL.W.9-10.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	HS-WL.W.9-10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.



OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>THEME</b>	<b>World Literature</b>	
<b>SUBJECT</b>	<b>Writing</b>	
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RESPONSE TO LITERATURE Week 23 Page 249-262

Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016

<b>THEME</b>	<b>English I</b>	
<b>SUBJECT</b>	<b>Reading Literature</b>	
<b>STANDARD</b>	<b>Key Ideas and Details</b>	
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

<b>THEME</b>	<b>English I</b>	
<b>SUBJECT</b>	<b>Reading Literature</b>	

<b>STANDARD</b>		<b>Craft and Structure</b>
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OBJECTIVE EI.RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

OBJECTIVE EI.RL.9.5. Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
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<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
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OBJECTIVE EI.RL.9.1. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>		<b>Text Types and Purposes</b>
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OBJECTIVE EI.W.9.2. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

OBJECTIVE EI.W.9.2a. 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.

OBJECTIVE EI.W.9.2b. 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.

OBJECTIVE EI.W.9.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

OBJECTIVE EI.W.9.2f. 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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>		<b>Text Types and Purposes</b>
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OBJECTIVE EI.W.9.3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

OBJECTIVE EI.W.9.3a. 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; create a smooth progression of experiences or events.

OBJECTIVE EI.W.9.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE EI.W.9.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE EI.W.9.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

OBJECTIVE EI.L.9.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-CW.W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-CW.W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS-CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME**                      **Creative Writing**

SUBJECT		Language
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<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE HS-CW.L.11 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
12.4a.

OBJECTIVE HS-CW.L.11 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  
12.4d.

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-CW.L.11 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
12.6.

**THEME Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE HS-DE.W.11 Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
12.2a.

OBJECTIVE HS-DE.W.11 Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  
12.2b.

OBJECTIVE HS-DE.W.11 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
12.2d.

OBJECTIVE HS-DE.W.11 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).  
12.2f.

**THEME Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-DE.W.11 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
12.4.

STANDARD HS-DE.W.11 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)  
12.5.

STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Literature</b>
STANDARD	HS-MW.RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-MW.RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-MW.RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11-12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11-12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



STANDARD	HS- MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS- MW.RI.11 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS- MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS- MW.W.11 12.2f.	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).
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS- MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Oral Communication**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-OC.W.11 12.2f.	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).
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-AAW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-AAW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-AAW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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STANDARD	HS-AAW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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STANDARD	HS-AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 12.2f.	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).

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS- AAW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS- TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS- TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
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<b>STANDARD</b>	<b>HS-TCW.W.1.1</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TCW.W.1.1.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.1.1.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.1.1.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.1.1.2f.	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).

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1.1</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-TCW.W.1.1.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.1.1.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.1.1.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.1.1.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.1.1.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1.1.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.R.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-TWW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2f.	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).
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TWW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS-TWW.L.11 12.2b.	Spell correctly.
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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STANDARD	HS-WL.RL.9 10.3.	Analyze how complex 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.
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STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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STANDARD	HS-WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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OBJECTIVE	HS-WL.W.9 10.2f.	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).
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**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE EI.RL.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RL.9.2. Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE EI.RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE EI.RL.9.1. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE EI.RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RI.9.2. Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

OBJECTIVE EI.RI.9.3. 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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE EI.RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

OBJECTIVE EI.W.9.6. Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE EI.W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE EI.L.9.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

SUBJECT		Writing
STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Debate

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
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STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11–12.2)
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STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
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**THEME****Mississippi Writers**

<b>SUBJECT</b>		<b>Reading Literature</b>
STANDARD	HS- MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS- MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME****Mississippi Writers**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- MW.RI.11 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME****Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



STANDARD	HS-MW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-AAW.RL.1.12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-AAW.RL.1.12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-AAW.RL.1.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-AAW.RL.1.12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-AAW.RL.1.12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)



STANDARD	HS-WL.RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>	<b>World Literature</b>	
<b>SUBJECT</b>	<b>Writing</b>	
STANDARD	HS-WL.W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
STANDARD	HS-WL.W.9-10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>	
<b>STANDARD</b>	<b>Key Ideas and Details</b>	
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>	
<b>STANDARD</b>	<b>Craft and Structure</b>	
OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>	
<b>STANDARD</b>	<b>Text Types and Purposes</b>	

<b>OBJECTIVE</b>	<b>EI.W.9.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>
OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
OBJECTIVE	EI.SL.9.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	EI.SL.9.1 a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EI.SL.9.1c .	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.
OBJECTIVE	EI.SL.9.1 d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**THEME** English I

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

OBJECTIVE	EI.SL.9.4.	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.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE HS-CW.L.11.12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-CW.L.11.12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11.12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11.12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS-DE.W.11.12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>	<b>HS-DE.SL.11 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**THEME** Debate

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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STANDARD	HS-DE.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	HS-DE.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
<b>STANDARD</b>	<b>HS-FJ.2.a.</b>	<b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)</b>

<b>STANDARD</b>	<b>HS-FJ.2.c.</b>	<b>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)</b>
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
<b>STANDARD</b>	<b>HS-FJ.3.g.</b>	<b>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. (W.9–10.2a)</b>

STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
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STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-MW.RI.11.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-MW.RI.11.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-MW.RI.11.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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STANDARD	HS-MW.RI.11.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-MW.W.11.12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-MW.W.11.12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11.12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>	<b>HS-OC.SL.1 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
STANDARD	HS-OC.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS-AAW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-AAW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME****Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1.1</b> <b>12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TCW.W.1.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.1.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.1.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME****Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME****Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.





<b>STANDARD</b>	<b>HS-TWW.L.1.1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE HS-TWW.L.1.1 Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
12.1a.

**THEME** Technical and Workplace Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.1.1</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-TWW.L.1.1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
12.4a.

OBJECTIVE HS-TWW.L.1.1 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  
12.4d.

**THEME** Technical and Workplace Writing

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-TWW.L.1.1 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  
12.6.

**THEME** World Literature

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9.1</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-WL.W.9.1 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.  
10.2a.

OBJECTIVE HS-WL.W.9.1 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.  
10.2b.

OBJECTIVE HS-WL.W.9.1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.  
10.2d.

**THEME** World Literature

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-WL.W.9.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
10.4.

STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
OBJECTIVE	EI.W.9.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

OBJECTIVE	EI.SL.9.4.	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.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

SUBJECT		Writing
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE HS-CW.L.11  
12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	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).
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**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

SUBJECT		Speaking and Listening
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STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**THEME** Debate

SUBJECT		Speaking and Listening
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STANDARD	HS-DE.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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OBJECTIVE	HS-DE.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
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STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
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STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
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STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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STANDARD	HS-MW.RI.11 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME** **Mississippi Writers**

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11 12.2f.	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).
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**THEME** **Mississippi Writers**

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
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<b>STANDARD</b>	<b>HS-OC.SL.1.1</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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OBJECTIVE	HS-OC.SL.1.1	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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STANDARD	HS-OC.SL.1.1	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-AAW.W.1.1</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-AAW.W.1.1	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-AAW.W.1.1	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-AAW.W.1.1	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS- AAW.W.11 12.2f.	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).
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**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2f.	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).

**THEME** **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TWW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-WL.W.9 10.2a.	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.
OBJECTIVE	HS-WL.W.9 10.2b.	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.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	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).

**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016**

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**THEME** **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>
OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**THEME** **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
OBJECTIVE	EI.W.9.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

OBJECTIVE	EI.SL.9.4.	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.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **English I**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-CW.W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-CW.W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-CW.W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE HS-CW.W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE HS-CW.W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-CW.W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE HS-CW.L.11  
12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Debate

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**THEME** Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	HS-DE.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
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STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11–12.2)
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**THEME** Mississippi Writers

SUBJECT		Reading Literature
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STANDARD	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



**THEME** Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.1 112.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE HS-OC.SL.112.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**THEME** Oral Communication

SUBJECT		Speaking and Listening
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STANDARD HS-OC.SL.112.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**THEME** Survey of African American Writing

SUBJECT		Reading Literature
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STANDARD HS-AAW.RL.112.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STANDARD HS-AAW.RL.112.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STANDARD HS-AAW.RL.112.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

STANDARD HS-AAW.RL.112.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

STANDARD HS-AAW.RL.112.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

STANDARD HS-AAW.RL.112.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

STANDARD HS-AAW.RL.112.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** Survey of African American Writing

SUBJECT		Writing
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<b>STANDARD</b>	<b>HS-AAW.W.1.1</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-AAW.W.1.1.12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-AAW.W.1.1.12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-AAW.W.1.1.12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-AAW.W.1.1.12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-AAW.W.1.1.12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-AAW.W.1.1.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1.1.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1.1.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1.1.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
STANDARD	HS-TCW.RL.1.1.12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.1.1.12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STANDARD	HS-TCW.RL.1.112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.1.112.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1.112.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.1.112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.1.112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1.112.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-TCW.W.1.112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.1.112.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.1.112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.1.112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.1.112.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1.112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



SUBJECT		Language
STANDARD	HS-TWW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-TWW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-TWW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** World Literature

SUBJECT		Reading Literature
STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD	HS-WL.RL.9 10.3.	Analyze how complex 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.
STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

**Mississippi College & Career Readiness Standards**  
**Language Arts**  
Grade 9 - Adopted: 2016

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
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OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

<b>OBJECTIVE</b>	<b>EI.W.9.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas

OBJECTIVE	EI.SL.9.4.	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.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-CW.W.11-12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-CW.W.11-12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-CW.W.11-12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

<b>STANDARD</b>	<b>HS-CW.W.11-12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</b>
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STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	HS-CW.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>	<b>HS-DE.SL.11 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE HS-DE.SL.11  
12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**THEME** Debate

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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STANDARD HS-DE.SL.11  
12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE HS-DE.L.11  
12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-DE.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-DE.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

SUBJECT		Language
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STANDARD HS-DE.L.11  
12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD HS-FJ.2.a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)

STANDARD HS-FJ.2.b. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11–12.2)

**THEME** Mississippi Writers

SUBJECT		Reading Literature
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STANDARD HS-MW.RL.11  
12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

STANDARD HS-MW.RL.11  
12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STANDARD HS-MW.RL.11  
12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

STANDARD HS-MW.RL.11  
12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

STANDARD	HS-MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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<b>STANDARD</b>	<b>HS-OC.SL.1.1</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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**OBJECTIVE** HS-OC.SL.1.1.12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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**STANDARD** HS-OC.SL.1.12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Literature</b>
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**STANDARD** HS-AAW.RL.1.12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**STANDARD** HS-AAW.RL.1.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**STANDARD** HS-AAW.RL.1.12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**STANDARD** HS-AAW.RL.1.12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**STANDARD** HS-AAW.RL.1.12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**STANDARD** HS-AAW.RL.1.12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**STANDARD** HS-AAW.RL.1.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
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**STANDARD** HS-AAW.W.1.12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS- AAW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).



STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-TCW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.1 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	HS-TWW.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.1 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-TWW.L.11 12.2b.	Spell correctly.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.1 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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STANDARD	HS-WL.RL.9 10.3.	Analyze how complex 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.
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STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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STANDARD	HS-WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 9 - Adopted: 2016

**THEME** **English I**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>
OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE EI.RL.9.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

OBJECTIVE EI.RL.9.5. Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE EI.RL.9.1. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE EI.W.9.3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

OBJECTIVE EI.W.9.3a. 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; create a smooth progression of experiences or events.

OBJECTIVE EI.W.9.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE EI.W.9.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE EI.W.9.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE EI.W.9.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

OBJECTIVE EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas

OBJECTIVE	EI.SL.9.4.	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.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE E.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-CW.W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-CW.W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-CW.W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE HS-CW.W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE HS-CW.W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>STANDARD</b>	HS-CW.W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>STANDARD</b>	HS-CW.W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD</b>	HS-CW.W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE HS-CW.L.11  
12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Debate

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)



STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Speaking and Listening</b>	
<b>STANDARD</b>	<b>HS-DE.SL.11 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Speaking and Listening</b>	
STANDARD	HS-DE.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Language</b>	
<b>STANDARD</b>	<b>HS-DE.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	HS-DE.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Language</b>	
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Language</b>	
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>	<b>Debate</b>	
<b>SUBJECT</b>	<b>Language</b>	
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>THEME</b>	<b>Foundations of Journalism</b>	
<b>SUBJECT</b>	<b>Develop skills in gathering and evaluating information.</b>	
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)
<b>THEME</b>	<b>Mississippi Writers</b>	
<b>SUBJECT</b>	<b>Reading Literature</b>	
STANDARD	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Oral Communication**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11</b> <b>12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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<b>STANDARD</b>	<b>HS-OC.SL.1</b> <b>12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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OBJECTIVE	HS-OC.SL.1 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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STANDARD	HS-OC.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-AAW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-AAW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-AAW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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STANDARD	HS-AAW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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STANDARD	HS-AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-AAW.W.1 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-AAW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-AAW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-AAW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-AAW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-AAW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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STANDARD	HS-TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-TCW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-TCW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-TCW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-TCW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-TCW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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STANDARD	HS-WL.RL.9 10.3.	Analyze how complex 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.
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STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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STANDARD	HS-WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<b>THEME</b>	<b>World Literature</b>	
<b>SUBJECT</b>	<b>Writing</b>	
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68

Mississippi College & Career Readiness Standards

Language Arts

Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>	
<b>STANDARD</b>	<b>Key Ideas and Details</b>	

OBJECTIVE EI.RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RI.9.2. Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

OBJECTIVE EI.RI.9.3. 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.

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>	
<b>STANDARD</b>	<b>Craft and Structure</b>	

OBJECTIVE EI.RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE</b>	<b>EI.W.9.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>
OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE</b>	<b>EI.SL.9.1</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
OBJECTIVE	EI.SL.9.1 a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EI.SL.9.1c	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.
OBJECTIVE	EI.SL.9.1 d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	EI.L.9.2c.	Spell correctly.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	HS-CW.L.11.12.2b.	Spell correctly.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	HS-CW.L.11.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CWL.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-CWL.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

SUBJECT		Speaking and Listening
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STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)

**THEME** Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11.12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS-MW.W.11.12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Oral Communication**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11.12.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
OBJECTIVE	HS-OC.SL.11.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**THEME** Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.11.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- AAW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS- AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- AAW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.



STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.



SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE EI.RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RI.9.2. Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

OBJECTIVE EI.RI.9.3. 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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE EI.RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE EI.W.9.2. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

OBJECTIVE EI.W.9.2a. 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.

OBJECTIVE EI.W.9.2b. 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.

OBJECTIVE EI.W.9.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

OBJECTIVE EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)



OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>

OBJECTIVE	EI.SL.9.1 .	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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OBJECTIVE	EI.SL.9.1 a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EI.SL.9.1c .	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.
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OBJECTIVE	EI.SL.9.1 d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>STANDARD</b>	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
<b>STANDARD</b>	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>STANDARD</b>	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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<b>STANDARD</b>	<b>HS-DE.SL.11 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-DE.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-DE.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-DE.L.11  
12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD HS-FJ.2.a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)

STANDARD HS-FJ.2.c. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD HS-FJ.3.g. 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. (W.9–10.2a)

STANDARD HS-FJ.3.h. 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. (W.9–10.2b)

STANDARD HS-FJ.3.i. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>	<b>HS-OC.SL.1 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS-AAW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS-AAW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS- TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS- TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS- TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
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STANDARD	HS-TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TCW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TWW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<b>THEME</b>	<b>World Literature</b>	
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88

Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016

<b>THEME</b>	<b>English I</b>	
<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

<b>THEME</b>	<b>English I</b>	
<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME** English I

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	EI.W.9.2a.	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.
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OBJECTIVE	EI.W.9.2b.	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.
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OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11.12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE HS-CW.L.11.12.2b. Spell correctly.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11.12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-CW.L.11.12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11.12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11.12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Debate



SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-DE.W.11  
12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-DE.W.11  
12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-DE.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Debate

SUBJECT		Writing
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STANDARD HS-DE.W.11  
12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD HS-DE.W.11  
12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD HS-DE.W.11  
12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD HS-DE.W.11  
12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD HS-DE.W.11  
12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS-DE.W.11  
12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

**THEME** Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	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. (W.9–10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9–10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## THEME

## Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- AAW.RI.1 112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- AAW.RI.1 112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-  
AAW.W.11  
112.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-  
AAW.W.11  
112.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-  
AAW.W.11  
112.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 112.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**THEME** Survey of Twentieth Century Writing

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TCW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.







OBJECTIVE	HS-WL.W.9 10.2a.	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.
OBJECTIVE	HS-WL.W.9 10.2b.	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.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**Mississippi College & Career Readiness Standards**  
**Language Arts**  
Grade 9 - Adopted: 2016

**THEME** **English I**

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
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**THEME** English I

SUBJECT		Reading Literature
STANDARD		Craft and Structure

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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**THEME** English I

SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity

OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** English I

SUBJECT		Writing
STANDARD		Text Types and Purposes

OBJECTIVE	EI.W.9.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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**THEME** English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE EI.W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE EI.L.9.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

OBJECTIVE EI.L.9.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE EI.L.9.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-CW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE HS-CW.W.11  
12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-CW.W.11  
12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-CW.W.11  
12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-CW.W.11  
12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD HS-CW.W.11  
12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD HS-CW.W.11  
12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD HS-CW.W.11  
12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)

**THEME** Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

**THEME** Mississippi Writers

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Literature</b>
STANDARD	HS- AAW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS- AAW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS- AAW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**



SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-TCW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
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STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9 10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.

STANDARD	HS-WL.W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

**Mississippi College & Career Readiness Standards**  
**Language Arts**  
Grade 9 - Adopted: 2016

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	EI.L.9.2c.	Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME**                      **Creative Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11.12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

<b>STANDARD</b>	<b>HS-DE.W.11 12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</b>
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**THEME Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME Mississippi Writers**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS-MW.RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS-OC.W.11.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-OC.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS-AAW.RI.1.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 1-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-AAW.W.11 1-12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-AAW.W.11 1-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-AAW.W.11 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 1-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 1-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1 1-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-AAW.W.1 1-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-AAW.W.1 1-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 1-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS-TCW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TCW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.11 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.11 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.11 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS-TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-TCW.W.1 1112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS-TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-TWW.W.1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE EI.RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RI.9.2. Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

OBJECTIVE EI.RI.9.3. 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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE EI.RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE EI.W.9.2. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

OBJECTIVE EI.W.9.2a. 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.

OBJECTIVE EI.W.9.2b. 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.

OBJECTIVE EI.W.9.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

OBJECTIVE EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language

OBJECTIVE	EI.L.9.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-DE.W.11  
12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-DE.W.11  
12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-DE.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**THEME** Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** Mississippi Writers

SUBJECT		Writing
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<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Oral Communication**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS- AAW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TCW.RI.1 112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TCW.RI.1 112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TCW.RI.1 112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.11 112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.11 112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TWW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TWW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.



SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>	<b>Key Ideas and Details</b>

OBJECTIVE EI.RI.9.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

OBJECTIVE EI.RI.9.2. Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.

OBJECTIVE EI.RI.9.3. 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.

**THEME** English I

<b>SUBJECT</b>	<b>Reading Informational Text</b>
<b>STANDARD</b>	<b>Craft and Structure</b>

OBJECTIVE EI.RI.9.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Text Types and Purposes</b>

OBJECTIVE EI.W.9.2. **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

OBJECTIVE EI.W.9.2a. 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.

OBJECTIVE EI.W.9.2b. 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.

OBJECTIVE EI.W.9.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Production and Distribution of Writing</b>

OBJECTIVE EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

OBJECTIVE EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)

OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language

OBJECTIVE	EI.L.9.3.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-CW.L.11  
12.2b. Spell correctly.

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-CW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME Debate**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-DE.W.11  
12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-DE.W.11  
12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-DE.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME Debate**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)
STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

**THEME** Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11-12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** Mississippi Writers

SUBJECT		Writing
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<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Oral Communication**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS- AAW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TWW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TWW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.





SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE</b>	<b>EI.W.9.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	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).
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.g.	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. (W.9-10.2a)
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STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
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STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-MW.RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11-12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11-12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11-12.2f.	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).
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)



STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-AAW.W.11 12.2f.	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).
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS- TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS- TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS- TCW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- TCW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS- TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS- TCW.W.11 12.2f.	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).
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**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2f.	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).
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TWW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	HS-TWW.L.11 12.2b.	Spell correctly.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME**                      **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
OBJECTIVE	HS-WL.W.9 10.2b.	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.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	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).

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**Mississippi College & Career Readiness Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2016

**THEME** **English I**

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EI.W.9.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	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).
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**

**Debate**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME**

**Debate**

<b>SUBJECT</b>		<b>Language</b>
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME**

**Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.f	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)
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**THEME**

**Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.g.	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. (W.9–10.2a)
STANDARD	HS-FJ.3.h.	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. (W.9–10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)

**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-MW.RI.11.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11.12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11.12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-MW.W.11.12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-MW.W.11.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11.12.2f.	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).
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.R.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-AAW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-AAW.W.1 12.2f.	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).
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of Twentieth Century Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** Survey of Twentieth Century Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TCW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TCW.W.11 12.2f.	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).
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**THEME** Survey of Twentieth Century Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.R.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-TWW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2f.	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).
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	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).

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**Mississippi College & Career Readiness Standards**  
**Language Arts**  
Grade 9 - Adopted: 2016

**THEME** **English I**

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
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OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>

OBJECTIVE	EI.RL.9.9.	Analyze how an author draws on and transforms source materials in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE	EI.RL.9.1	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

<b>OBJECTIVE</b>	<b>EI.W.9.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	EI.W.9.9a	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-CW.W.11-12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-CW.W.11-12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-CW.W.11-12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-CW.W.11-12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

<b>STANDARD</b>	<b>HS-CW.W.11-12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</b>
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STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	HS-CW.L.11 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE HS-DE.L.11  
12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-DE.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-DE.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
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STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11-12.2)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STANDARD	HS-MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
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STANDARD	HS-MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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STANDARD	HS-MW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-OC.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS-OC.W.11.12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11.12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11.12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.1.12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-AAW.RL.1.12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.1.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-AAW.RL.1.12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-AAW.RL.1.12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.



STANDARD	HS- AAW.RL.1 112.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS- AAW.RL.1 112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.1 112.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS- AAW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 112.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 112.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

## THEME

### Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-TCW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE	HS-TCW.W.1.12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1.12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	HS-TWW.L.1.12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.11</b> <b>12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE      HS-  
TWW.L.11  
12.2b.

Spell correctly.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      HS-  
TWW.L.11  
12.4a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE      HS-  
TWW.L.11  
12.4d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-TWW.L.11</b> <b>12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>	<b>HS-WL.RL.9</b> <b>10.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>
<b>STANDARD</b>	<b>HS-WL.RL.9</b> <b>10.2.</b>	<b>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</b>
<b>STANDARD</b>	<b>HS-WL.RL.9</b> <b>10.3.</b>	<b>Analyze how complex 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.</b>
<b>STANDARD</b>	<b>HS-WL.RL.9</b> <b>10.4.</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</b>
<b>STANDARD</b>	<b>HS-WL.RL.9</b> <b>10.5.</b>	<b>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</b>

STANDARD	HS-WL.RL.9-10.9.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
STANDARD	HS-WL.RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-WL.W.9-10.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	HS-WL.W.9-10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-WL.W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	HS-WL.W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-WL.W.9-10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-WL.W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	HS-WL.W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
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STANDARD	HS-WL.W.9-10.6.	Use technology, including the Internet, to 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.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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<b>OBJECTIVE</b>	HS-WL.W.9 10.9a.	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182

**Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016**

**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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<b>STANDARD</b>		<b>Key Ideas and Details</b>
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<b>OBJECTIVE</b>	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>OBJECTIVE</b>	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
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<b>OBJECTIVE</b>	EI.RI.9.3.	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.
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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<b>STANDARD</b>		<b>Craft and Structure</b>
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<b>OBJECTIVE</b>	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>		<b>Text Types and Purposes</b>
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<b>OBJECTIVE</b>	EI.W.9.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>OBJECTIVE</b>	EI.W.9.2a.	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.
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OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>
OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EI.L.9.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EI.L.9.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

SUBJECT		Writing
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS-DE.W.11  
12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE HS-DE.W.11  
12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE HS-DE.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE HS-DE.W.11  
12.2f. 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).

**THEME** Debate

SUBJECT		Writing
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STANDARD HS-DE.W.11  
12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD HS-DE.W.11  
12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD HS-DE.W.11  
12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD HS-DE.W.11  
12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD HS-DE.W.11  
12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS-DE.W.11  
12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
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STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.g.	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. (W.9–10.2a)
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STANDARD	HS-FJ.3.h.	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. (W.9–10.2b)
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STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11 12.2f.	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).

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**

**Oral Communication**

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

**THEME**

**Oral Communication**

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS-OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-AAW.W.1 1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-AAW.W.11 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-AAW.W.11 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-AAW.W.11 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-AAW.W.11 1112.2f.	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).
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**THEME** **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS- AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS- TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS- TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS- TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- TCW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TCW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.11 12.2f.	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).

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).



STANDARD	HS-TWW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 12.2f.	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).
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
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STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TWW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-TWW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 112.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE      HS-  
TWW.L.11  
112.2b.

Spell correctly.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 112.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE      HS-  
TWW.L.11  
112.4a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE      HS-  
TWW.L.11  
112.4d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 112.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME**                      **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE      HS-  
WL.W.9  
10.2a.

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.

OBJECTIVE      HS-  
WL.W.9  
10.2b.

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.

OBJECTIVE      HS-  
WL.W.9  
10.2d.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

OBJECTIVE      HS-  
WL.W.9  
10.2f.

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).

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194

**Mississippi College & Career Readiness Standards**  
**Language Arts**  
 Grade 9 - Adopted: 2016

**THEME** **English I**

SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME** **English I**

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure

OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME** English I

SUBJECT		Reading Informational Text
STANDARD		Integration of Knowledge and Ideas

OBJECTIVE	EI.RI.9.7.	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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Text Types and Purposes

OBJECTIVE	EI.W.9.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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OBJECTIVE	EI.W.9.1a.	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.
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OBJECTIVE	EI.W.9.1b.	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.
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OBJECTIVE	EI.W.9.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	EI.W.9.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** English I

SUBJECT		Writing
STANDARD		Text Types and Purposes

OBJECTIVE	EI.W.9.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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OBJECTIVE	EI.W.9.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME** English I

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language

<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

OBJECTIVE	HS-DE.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	HS-DE.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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OBJECTIVE	HS-DE.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
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OBJECTIVE	HS-DE.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-DE.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE HS-DE.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-DE.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-DE.L.11  
12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD HS-FJ.2.a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

STANDARD HS-FJ.2.c. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

STANDARD HS-FJ.2.d. 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. (RI.9–10.7)

STANDARD HS-FJ.2.f. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11–12.7)

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD HS-FJ.3.b. 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. (W.9–10.1a)

STANDARD HS-FJ.3.c. 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. (W.9–10.1b)

STANDARD	HS-FJ.3.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.1d)
STANDARD	HS-FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME**

**Mississippi Writers**

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**

**Mississippi Writers**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-MW.W.11 12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	HS-MW.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-MW.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-MW.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.

OBJECTIVE	HS-MW.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-OC.W.11 12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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OBJECTIVE	HS-OC.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	HS-OC.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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OBJECTIVE	HS-OC.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
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OBJECTIVE	HS-OC.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-OC.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**

**Survey of African American Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-AAW.RI.1.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-AAW.RI.1.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-AAW.RI.1.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-AAW.RI.1.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**

**Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1.12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	HS-AAW.W.1.12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-AAW.W.1.12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-AAW.W.1.12.1c.	Use words, phrases, and clauses as well as varied syntax 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.

OBJECTIVE	HS- AAW.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS- AAW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- AAW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS- AAW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME**                      **Survey of African American Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- AAW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

OBJECTIVE	HS-TCW.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-TCW.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-TCW.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS-TCW.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-TCW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TCW.W.1 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**THEME**                      **Survey of Twentieth Century Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TCW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).





STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TWW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS-TWW.L.11  
12.2b. Spell correctly.

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-TWW.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-TWW.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9 10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

OBJECTIVE	HS-WL.W.9 10.1a.	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.
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OBJECTIVE	HS-WL.W.9 10.1b.	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.
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OBJECTIVE	HS-WL.W.9 10.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-WL.W.9 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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OBJECTIVE	HS-WL.W.9 10.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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**THEME**                      **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9 10.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

<b>STANDARD</b>	<b>HS-WL.W.9 10.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</b>
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STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	EI.W.9.1a.	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.

OBJECTIVE	EI.W.9.1b.	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.
OBJECTIVE	EI.W.9.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EI.W.9.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
<b>OBJECTIVE</b>	<b>EI.W.9.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a.	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.
OBJECTIVE	EI.W.9.2b.	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.
OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EI.W.9.2f.	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).

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EI.L.9.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	EI.L.9.2b.	Use a colon to introduce a list or quotation.
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME** English I

SUBJECT		Language
STANDARD		Knowledge of Language

OBJECTIVE	EI.L.9.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME** English I

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EI.L.9.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** English I

SUBJECT		Language
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE EIL.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-CW.W.11.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD HS-CW.W.11.12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD HS-CW.W.11.12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD HS-CW.W.11.12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD HS-CW.W.11.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS-CW.W.11.12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-CW.L.11.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS-CW.L.11.12.2b. Spell correctly.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Language</b>
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STANDARD HS-CW.L.11.12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-CW.L.11.12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-DE.W.11 12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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OBJECTIVE	HS-DE.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	HS-DE.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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OBJECTIVE	HS-DE.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
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OBJECTIVE	HS-DE.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-DE.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-DE.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-DE.W.11 12.2f.	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).

**THEME** Debate

**SUBJECT** Writing

STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Debate

**SUBJECT** Language

STANDARD	HS-DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

**SUBJECT** Language

<b>STANDARD</b>	<b>HS-DE.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
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STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
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STANDARD	HS-FJ.2.f.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11–12.7)
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**THEME** **Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.b.	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. (W.9–10.1a)
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STANDARD	HS-FJ.3.c.	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. (W.9–10.1b)
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STANDARD	HS-FJ.3.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9–10.1d)
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STANDARD	HS-FJ.3.g.	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. (W.9–10.2a)
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STANDARD	HS-FJ.3.h.	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. (W.9–10.2b)
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STANDARD	HS-FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11.12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	HS-MW.W.11.12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-MW.W.11.12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-MW.W.11.12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS-MW.W.11.12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE	HS- MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS- MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS- MW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS- MW.W.11 12.2f.	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).
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS- MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Oral Communication**

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

OBJECTIVE	HS-OC.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	HS-OC.W.11 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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OBJECTIVE	HS-OC.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
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OBJECTIVE	HS-OC.W.11 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** **Oral Communication**

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-OC.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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OBJECTIVE	HS-OC.W.11.12.2f.	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).
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-OC.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-OC.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-OC.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-AAW.RI.1.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-AAW.RI.1.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-AAW.RI.1.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-AAW.RI.1.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS-AAW.RI.1.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-AAW.W.1.1</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	HS-AAW.W.1.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-AAW.W.1.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-AAW.W.1.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS-AAW.W.1.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-AAW.W.1.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** **Survey of African American Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-AAW.W.1.2</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-AAW.W.1.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-AAW.W.1.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-AAW.W.1.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-AAW.W.1.2f.	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).

**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TCW.W.1 1112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS-TWW.W.11 1112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS-TWW.W.1 1112.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-TWW.W.1 1112.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS-TWW.W.1 1112.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS-TWW.W.1 1112.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-TWW.W.1 1112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS-TWW.W.1 1112.2f.	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).

**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1112.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</b>

STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TWW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-TWW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	HS-TWW.L.11 12.2b.	Spell correctly.
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.1 12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME**                      **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE HS-WL.W.9-10.1a. 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.

OBJECTIVE HS-WL.W.9-10.1b. 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.

OBJECTIVE HS-WL.W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE HS-WL.W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS-WL.W.9-10.2a. 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.

OBJECTIVE HS-WL.W.9-10.2b. 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.

OBJECTIVE HS-WL.W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

OBJECTIVE HS-WL.W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE HS-WL.W.9-10.2f. 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).

**THEME** World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219

**Mississippi College & Career Readiness Standards**  
**Language Arts**  
Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RI.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RI.9.2.	Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RI.9.3.	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.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RI.9.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

<b>OBJECTIVE</b>	<b>EI.W.9.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	EI.W.9.2a. 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.
OBJECTIVE	EI.W.9.2b. 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.
OBJECTIVE	EI.W.9.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EI.W.9.2f. 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).

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
OBJECTIVE	EI.W.9.6. Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EI.W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Range of Writing</b>
OBJECTIVE	EI.W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>	<b>Language</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
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<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
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<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	EI.L.9.2b.	Use a colon to introduce a list or quotation.
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OBJECTIVE	EI.L.9.2c.	Spell correctly.
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Knowledge of Language</b>
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<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
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OBJECTIVE	EI.L.9.3a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	EI.L.9.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EI.L.9.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **English I**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
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OBJECTIVE	EI.L.9.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME**                      **Creative Writing**



SUBJECT		Writing
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-CW.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-CW.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11.12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS-CW.L.11.12.2b. Spell correctly.

**THEME** Creative Writing

SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-CW.L.11.12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-CW.L.11.12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Creative Writing

SUBJECT		Language
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STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	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).
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**THEME** Debate

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-DE.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE HS-DE.L.11  
12.2b. Spell correctly.

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS-DE.L.11  
12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE HS-DE.L.11  
12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD HS-FJ.2.a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

STANDARD HS-FJ.2.c. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

STANDARD HS-FJ.2.f. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11–12.7)

**THEME** Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
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STANDARD HS-FJ.3.g. 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. (W.9–10.2a)

STANDARD	HS-FJ.3.h.	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. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-MW.RI.11.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-MW.RI.11.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-MW.RI.11.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-MW.RI.11.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** Mississippi Writers

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-MW.W.11.12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-MW.W.11.12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-MW.W.11.12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-MW.W.11.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11.12.2f.	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).

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-OC.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	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).

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11.12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-OC.W.11.12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of African American Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1.12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-AAW.RI.1.12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
STANDARD	HS-AAW.RI.1.12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-AAW.RI.1.12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-AAW.RI.1.12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1.12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS-AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-AAW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.11 12.2f.	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).

**THEME**                      **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS-AAW.W.1 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS-TCW.RI.1 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

STANDARD	HS-TCW.RI.1 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD	HS-TCW.RI.1 12.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
STANDARD	HS-TCW.RI.1 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TCW.W.1 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-TCW.W.1 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-TCW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.1 12.2f.	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).

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



STANDARD	HS-TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD	HS-TCW.W.1 1112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
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STANDARD	HS-TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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STANDARD	HS-TWW.RI.1 1112.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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STANDARD	HS-TWW.RI.1 1112.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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STANDARD	HS-TWW.RI.1 1112.5.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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STANDARD	HS-TWW.RI.1 1112.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-TWW.W.1112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-TWW.W.1 1112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-TWW.W.1 1112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 1112.2f.	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).
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SUBJECT		Language
STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-WL.W.9 10.2a.	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.
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OBJECTIVE	HS-WL.W.9 10.2b.	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.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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OBJECTIVE	HS-WL.W.9 10.2f.	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).
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**THEME** **World Literature**

SUBJECT		Writing
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STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
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STANDARD	HS-WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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## Mississippi College &amp; Career Readiness Standards

## Language Arts

Grade 9 - Adopted: 2016

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Key Ideas and Details</b>

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

<b>OBJECTIVE</b>	<b>EI.W.9.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	EI.W.9.3a. 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; create a smooth progression of experiences or events.
OBJECTIVE	EI.W.9.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EI.W.9.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EI.W.9.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EI.W.9.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Production and Distribution of Writing</b>
OBJECTIVE	EI.W.9.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EI.W.9.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9-10.)
OBJECTIVE	EI.W.9.6. Use technology, including the Internet, to 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.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Research to Build and Present Knowledge</b>
OBJECTIVE	EI.W.9.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**THEME** English I

<b>SUBJECT</b>	<b>Writing</b>
<b>STANDARD</b>	<b>Range of Writing</b>
OBJECTIVE	EI.W.9.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** English I

<b>SUBJECT</b>	<b>Language</b>
<b>STANDARD</b>	<b>Conventions of Standard English</b>

<b>OBJECTIVE</b>	<b>EI.L.9.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE EI.L.9.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

OBJECTIVE EI.L.9.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Creative Writing**

<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-CW.L.11 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.

**THEME**                      **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-CW.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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<b>OBJECTIVE</b>	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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<b>OBJECTIVE</b>	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-DE.W.11</b> <b>12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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<b>OBJECTIVE</b>	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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<b>STANDARD</b>	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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<b>STANDARD</b>	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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<b>STANDARD</b>	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-DE.L.11</b> <b>12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Debate

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11 12.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
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STANDARD	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11–12.2)
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**THEME** Foundations of Journalism

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD	HS-MW.RL.11 ¶12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11 ¶12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-MW.RL.11 ¶12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11 ¶12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11 ¶12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-MW.RL.11 ¶12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 ¶12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-MW.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 ¶12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-MW.W.11  
12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-MW.W.11  
12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-MW.W.11  
12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Mississippi Writers

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-OC.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-AAW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.



STANDARD	HS-AAW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-AAW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
OBJECTIVE	HS-TCW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TCW.W.11</b> <b>112.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
OBJECTIVE	HS-TCW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS-TCW.W.11 112.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-TCW.W.11 112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.11 112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.11 112.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.11 112.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.11 112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.11 112.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
<b>STANDARD</b>	<b>HS-TWW.W.11</b> <b>112.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TWW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-TWW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-TWW.L.1 12.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-TWW.L.11 12.2b.	Spell correctly.
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	<b>HS-TWW.L.1 12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME**                      **Technical and Workplace Writing**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-TWW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Reading Literature</b>
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STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
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STANDARD	HS-WL.RL.9 10.3.	Analyze how complex 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.
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STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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STANDARD	HS-WL.RL.9 10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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STANDARD	HS-WL.RL.9 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	HS-WL.W.9 10.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	HS-WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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**Mississippi College & Career Readiness Standards  
Language Arts  
Grade 9 - Adopted: 2016**

**THEME** **English I**

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details

OBJECTIVE	EI.RL.9.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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OBJECTIVE	EI.RL.9.2.	Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s), provide an accurate summary of the text based upon this analysis.
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OBJECTIVE	EI.RL.9.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Craft and Structure</b>

OBJECTIVE	EI.RL.9.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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OBJECTIVE	EI.RL.9.5.	Analyze how an author's choice concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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**THEME** English I

<b>SUBJECT</b>		<b>Reading Literature</b>
<b>STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>

OBJECTIVE	EI.RL.9.1 0.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	EI.W.9.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>

OBJECTIVE	EI.W.9.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	EI.W.9.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	EI.W.9.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	EI.W.9.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	EI.W.9.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	EI.W.9.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EI.W.9.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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OBJECTIVE	EI.W.9.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
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OBJECTIVE	EI.W.9.6.	Use technology, including the Internet, to 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.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Research to Build and Present Knowledge</b>

OBJECTIVE	EI.W.9.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**THEME** English I

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EI.W.9.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Conventions of Standard English</b>

OBJECTIVE	EI.L.9.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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OBJECTIVE	EI.L.9.1b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>		<b>Conventions of Standard English</b>
<b>OBJECTIVE</b>	<b>EI.L.9.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE EI.L.9.2c. Spell correctly.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Knowledge of Language</b>
<b>OBJECTIVE</b>	<b>EI.L.9.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

OBJECTIVE EI.L.9.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>OBJECTIVE</b>	<b>EI.L.9.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE EI.L.9.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE EI.L.9.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** English I

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE EI.L.9.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**THEME** Creative Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-CW.W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-CW.W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-CW.W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS-CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-CW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-CW.L.11 12.2b.	Spell correctly.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Creative Writing**

SUBJECT		Language
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STANDARD	HS-CW.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD	HS-DE.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **Debate**

SUBJECT		Language
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STANDARD	HS-DE.L.11 12.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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OBJECTIVE	HS-DE.L.11 12.2b.	Spell correctly.
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**THEME** **Debate**

SUBJECT		Language
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<b>STANDARD</b>	<b>HS-DE.L.11</b> <b>12.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
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<b>OBJECTIVE</b>	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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<b>OBJECTIVE</b>	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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<b>STANDARD</b>	HS-DE.L.11 12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**THEME** **Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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<b>STANDARD</b>	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
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<b>STANDARD</b>	HS-FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11–12.2)
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**THEME** **Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop journalistic writing skills.</b>
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<b>STANDARD</b>	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)
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**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Reading Literature</b>
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<b>STANDARD</b>	HS-MW.RL.11 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<b>STANDARD</b>	HS-MW.RL.11 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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<b>STANDARD</b>	HS-MW.RL.11 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-MW.RL.11 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE HS-MW.W.11  
12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME** **Mississippi Writers**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-MW.W.11 12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-MW.W.11  
12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE HS-MW.W.11  
12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE HS-MW.W.11  
12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE HS-MW.W.11  
12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE HS-MW.W.11  
12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Mississippi Writers**

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-MW.W.11 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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OBJECTIVE	HS-OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.11.12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11.12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-OC.W.11.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME** Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.11.12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-AAW.RL.11.12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.11.12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-AAW.RL.11.12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-AAW.RL.11.12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-AAW.RL.11.12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-AAW.RL.11.12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** Survey of African American Writing

SUBJECT		Writing
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<b>STANDARD</b>	<b>HS-AAW.W.1.1</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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OBJECTIVE HS-AAW.W.1.1 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
12.2d.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.1.1</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE HS-AAW.W.1.1 Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  
12.3a.

OBJECTIVE HS-AAW.W.1.1 Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
12.3b.

OBJECTIVE HS-AAW.W.1.1 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).  
12.3c.

OBJECTIVE HS-AAW.W.1.1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
12.3d.

OBJECTIVE HS-AAW.W.1.1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  
12.3e.

**THEME** Survey of African American Writing

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD HS-AAW.W.1.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
12.4.

STANDARD HS-AAW.W.1.1 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)  
12.5.

STANDARD HS-AAW.W.1.1 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  
12.6.

STANDARD HS-AAW.W.1.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  
12.10.

**THEME** Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 12.5.	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
STANDARD	HS-TCW.RL.1 12.6.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE                      HS-TCW.W.1  
12.2d.                      Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

OBJECTIVE                      HS-TCW.W.1  
12.3a.                      Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE                      HS-TCW.W.1  
12.3b.                      Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS-TCW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS-TCW.W.1 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)



STANDARD	HS-WL.RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS-WL.RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME** World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS-WL.W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**THEME** World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-WL.W.9-10.3a.	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; create a smooth progression of experiences or events.
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OBJECTIVE	HS-WL.W.9-10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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OBJECTIVE	HS-WL.W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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OBJECTIVE	HS-WL.W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-WL.W.9-10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** World Literature

SUBJECT		Writing
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STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.6.	Use technology, including the Internet, to 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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.