



# Literature

The Reader's Choice

**British Literature**

© 2007

STANDARDS	PAGE REFERENCES
<b>I. READING AND LITERATURE</b>	
<b>B. Vocabulary Expansion - The student will apply a variety of strategies to expand vocabulary.</b>	
<p>1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.</p>	<p><b>Student Edition:</b> 73, 207, 444, 541, 611, 735, 993, 1148, 1173, 1312, R20</p> <p><b>Teacher Wraparound Edition:</b> ELC 291, 1133, 1296; SP 310, 1306</p> <p><b>Teacher Resources:</b> <i>Leveled Vocabulary Development</i> 1-11, 12-31, 32-45, 46-59</p>
<p>2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.</p>	<p><b>Student Edition:</b> 207, 541, 611, 1312, R20</p> <p><i>Literary Element</i> 294, 297</p> <p><i>Vocabulary Practice</i> 312, 1115, 1172</p> <p><i>Vocabulary Tip</i> 1110, 1167</p> <p><b>Teacher Wraparound Edition:</b> ELC 207, 1296; SP 310, 1312; T 207</p> <p><b>Teacher Resources:</b> <i>Leveled Vocabulary Development</i> 10, 16, 35, 58, 86, 93</p>

STANDARDS	PAGE REFERENCES
3. Identify and analyze analogies.	<p><b>Student Edition:</b> 444 <i>Vocabulary Practice</i> 1053, 1137, 1190, 1339 <i>Vocabulary Tip</i> 1046, 1185</p> <p><b>Teacher Wraparound Edition:</b> DI 444; SP 550</p> <p><b>Teacher Resources:</b> <i>Leveled Vocabulary Development</i> 22, 47, 55, 60, 70, 76, 90 <i>Unit 1 Resources</i> 40</p>
4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.	<p><b>Student Edition:</b> 735, 993, 1148, R20 <i>Vocabulary Practice</i> 288, 840, 991, 1076</p> <p><b>Teacher Wraparound Edition:</b> F 735; SP 1148; T 1148</p> <p><b>Teacher Resources:</b> <i>Leveled Vocabulary Development</i> 12, 27, 52, 56, 59, 74 <i>Unit 1 Resources</i> 14 <i>Unit 5 Resources</i> 14</p>
5. Understand the meaning of unknown words using derivations, such as word roots and word origins.	<p><b>Student Edition:</b> 73, 735, 993, 1148, R20 <i>Exercise</i> 735, 993 <i>Vocabulary</i> 154 <i>Vocabulary Practice</i> 89, 169, 288, 539, 628, 752, 785, 840, 1078 <i>Vocabulary Tip</i> 781</p> <p><b>Teacher Wraparound Edition:</b> A 735, 993; DI 993; ELC 341, 635, 729; F 735; SP 918, 1148</p> <p><b>Teacher Resources:</b> <i>Leveled Vocabulary Development</i> 12, 27, 52, 56, 59, 74 <i>Unit 4 Resources</i> 40</p>

STANDARDS	PAGE REFERENCES
<p><b>C. Comprehension - The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</b></p>	
<p>1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.</p>	<p><b>Student Edition:</b> R21-R25 <i>Reading Strategy</i> 547, 550, 551, 718, 721, 724, 952, 955</p> <p><b>Teacher Wraparound Edition:</b> BRF 721; DI 953; ELC 719; RS 551, 724, 955; SP 548</p> <p><b>Teacher Resources:</b> <i>Unit 1 Resources</i> 54 <i>Unit 3 Resources</i> 22, 28, 41</p>
<p>2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.</p>	<p><b>Student Edition:</b> 412 #5, 675-676, 1173 <i>Literary Element</i> 1167, 1169, 1172 <i>Reading Strategy</i> 410, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172</p> <p><b>Teacher Wraparound Edition:</b> ELC 677, 1171; LE 1169, 1172; RS 410, 733, 1083, 1086, 1169, 1172; SP 148, 676</p> <p><b>Teacher Resources:</b> <i>Unit 3 Resources</i> 47, 64 <i>Unit 6 Resources</i> 34, 40, 62</p>
<p>3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks.</p>	<p><b>Student Edition:</b> R42-R45 <i>Real World Connection</i> 481, 889</p> <p><b>Teacher Wraparound Edition:</b> P 1371</p> <p><b>Teacher Resources:</b> <i>Literary and Text Analysis Transparencies</i> 17, 24, 26, 28</p> <p>Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p><b>Student Edition:</b> 405-413, 414-418, 425-427</p> <p><b>Teacher Wraparound Edition:</b> C 418; CL 417; T 689</p>

STANDARDS	PAGE REFERENCES
<p>4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.</p>	<p><b>Student Edition:</b>  412 #5, 675-676, 1173, R24-R25  <i>Literary Element</i> 146, 150, 660, 664, 668, 1167, 1169, 1172  <i>Reading Strategy</i> 410, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172  <i>Writing About Literature</i> 669</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677, 1171; LE 1169, 1172; RS 410, 733, 1083, 1086, 1169, 1172; SP 148, 670, 676</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 33  <i>Read Aloud, Think Aloud Transparencies</i> 9-13  <i>Unit 3 Resources</i> 41, 58, 63, 66</p>
<p>5. Summarize and paraphrase main idea and supporting details.</p>	<p><b>Student Edition:</b>  R23  <i>Reading Strategy</i> 284, 288, 533, 536, 539, 587, 592, 670  <i>Recall and Interpret</i> 591, 609, 723, 732  <i>Visual Literacy</i> 287</p> <p><b>Teacher Wraparound Edition:</b>  RS 288, 536, 539, 592; SP 534, 672</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 35  <i>Unit 3 Resources</i> 22</p>
<p>6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.</p>	<p><b>Student Edition:</b>  675-676, 678-679, 1173, R24-R25  <i>Literary Element</i> 1167, 1169, 1171, 1172  <i>Reading Strategy</i> 1167, 1169, 1170, 1172  <i>Types of Appeals</i> 677  <i>Writing About Literature</i> 1172</p> <p><b>Teacher Wraparound Edition:</b>  ELC 1171, LE 1169, 1171, 1172; LS 683; RS 1169, 1170, 1172; SP 1170</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 3 Resources</i> 31</p>

STANDARDS	PAGE REFERENCES
<p>7. Make inferences and draw conclusions based on explicit and implied information from texts.</p>	<p><b>Student Edition:</b>  R23  <i>Reading Strategy</i> 369, 375, 387, 438, 442, 575, 580, 584, 851, 853, 1107, 1109, 1123, 1127, 1137, 1332, 1337, 1339</p> <p><b>Teacher Wraparound Edition:</b>  RS 375, 387, 442, 580, 584, 853, 1109, 1127, 1137, 1337, 1339</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 31, 39  <i>Unit 7 Resources</i> 55</p>
<p>8. Evaluate clarity and accuracy of information, as well as the credibility of sources.</p>	<p><b>Student Edition:</b>  412 #5, 675-676, 1173, R23-R25  <i>Literary Criticism</i> 669  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677, 1171; LE 1169, 1172; RS 410, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 676</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p>
<p>9. Identify, understand and explain the various types of fallacies in logic.</p>	<p><b>Student Edition:</b>  412 #5, 1173, R23-R25  <i>Emotional Appeal</i> 675  <i>Logical Appeal</i> 675  <i>Reading Strategy</i> 649, 657, 726, 727, 733, 1167, 1169, 1172  <i>Real-World Connection</i> 675  <i>Rhetorical Devices</i> 676  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; RS 657, 727, 733, 1169, 1172</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 4, 18, 36</p>

STANDARDS	PAGE REFERENCES
<p>10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.</p>	<p><b>Student Edition:</b>  R23  <i>Connect</i> 144, 263  <i>Connect to Today</i> 514, 920, 1042  <i>Reading Strategy</i> 142, 197, 198, 202, 206, 266, 267, 269, 369, 375, 387, 438, 442, 575, 580, 584, 623, 625, 628, 1123, 1127, 1137, 1247, 1249, 1255  <i>Wrap-Up: Comparing Literature</i> 643, 887, 947, 1061  <i>Writing About Literature</i> 206, 828</p> <p><b>Teacher Wraparound Edition:</b>  DI 947; RS 198, 202, 206, 267, 269, 375, 442, 580, 584, 625, 628, 1137, 1249, 1255; SP 286; T 699, 244</p> <p><b>Teacher Resources:</b>  <i>Unit 7 Resources</i> 19</p>
<p><b>D. Literature - The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</b></p>	
<p>1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.</p>	<p>The focus of this text is British literature, with selections from world literature. For a comprehensive guide to American literature, see Glencoe's <i>Literature: The Reader's Choice American Literature</i> © 2007.</p>
<p>2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.</p>	<p>The following references offer a small sample of the variety of British authors and genres found in the text, including topics/prompts for analysis.</p> <p><b>Student Edition:</b>  69-72, 172-195, 254-258, 292-297, 622-628, 670-673, 946, 984-992, 1200-1207, 1271-1275, 1374-1375  <i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Responding and Thinking Critically</i> 529, 573, 647, 732, 792, 959, 1085, 1205, 1317, 1343  <i>Writing About Literature</i> 669, 1087, 1116, 1147, 1172  <i>You're the Critic</i> 990, 1085</p> <p><b>Teacher Wraparound Edition:</b>  DI 361, 407, 1039; ELC 453; RRW 367; SP 366, 462, 566, 830, 968, 1084</p> <p><b>Teacher Resources:</b>  <i>Read Aloud, Think Aloud Transparencies</i> 1-4, 5-8, 9-13, 18-20</p>

STANDARDS	PAGE REFERENCES
<p>3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.</p>	<p><b>Student Edition:</b>  1304-1311, 1331-1339, 1340-1343  <i>Comparing Literature Across Time and Place</i>  454-463, 621-643, 875-887, 1044-1061, 1257-1266  <i>Wrap-Up: Comparing Literature</i> 463, 643, 887, 1061, 1266</p> <p><b>Teacher Wraparound Edition:</b>  A 463, 643, 887, 1061, 1266</p> <p><b>Teacher Resources:</b>  <i>Unit 7 Resources</i> 41-43, 44-46, 54-56, 57</p>
<p>4. Evaluate the impact of an author’s decisions regarding word choice, point of view, style and literary elements.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 854, 860, 863, 1069, 1075, 1118, 1121  <i>Reading Strategy</i> 940, 942, 1118, 1121  <i>Review</i> 668, 777, 976, 1190  <i>Writing About Literature</i> 977, 1116, 1155, 1245</p> <p><b>Teacher Wraparound Edition:</b>  LE 860, 863, 1075, 1121; RS 942, 1121</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 14, 48, 50</p>
<p>5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.</p>	<p><b>Student Edition:</b>  <i>Literary Element</i> 116, 123, 1078, 1086, 1118, 1121  <i>Reading Strategy</i> 116, 123, 843, 847  <i>Review</i> 991  <i>Writing About Literature</i> 778, 847, 1147</p> <p><b>Teacher Wraparound Edition:</b>  DI 845; LE 123, 1086, 1121; RS 123, 847</p> <p><b>Teacher Resources:</b>  <i>Unit 4 Resources</i> 17, 61  <i>Unit 7 Resources</i> 51, 62</p>

STANDARDS	PAGE REFERENCES
<p>6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.</p>	<p><b>Student Edition:</b>            975 #8, 1002 #5, 1209-1211  <i>Literary Element</i> 369, 376, 387, 1075, 1285, 1289, 1293  <i>Reading Strategy</i> 438, 442, 575, 580, 584, 1123, 1128, 1133, 1137, 1150, 1155, 1285, 1289, 1293  <i>Review</i> 777  <i>Writing About Literature</i> 368, 1294, 1317</p> <p><b>Teacher Wraparound Edition:</b>            LE 376, 387, 1289, 1293; RS 442, 580, 584, 1128, 1133, 1137, 1155, 1289, 1293; SP 384, 968, 974; T 1211</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 5, 6, 7, 9, 19, 37, 39, 41, 45, 48, 54, 56</p>
<p>7. Evaluate a literary selection from several critical perspectives.</p>	<p><b>Student Edition:</b>            R23-R24  <i>Historical Perspective</i> 193-195, 670-673, 829-832  <i>Literacy Perspective</i> 960-962, 1340-1343  <i>Literary Criticism</i> 840, 853, 870, 997, 1147  <i>Responding and Thinking Critically</i> 195, 409, 673, 832, 962  <i>Visual Perspective</i> 406-409  <i>You're the Critic</i> 990, 1085</p> <p><b>Teacher Wraparound Edition:</b>            SP 898; YC 1085</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 54  <i>Unit 5 Resources</i> 30</p>
<p>8. Analyze classic and contemporary poems for poetic devices.</p>	<p><b>Student Edition:</b>  <i>Grammar and Style</i> 765, 937  <i>Literary Element</i> 74, 79, 260, 263, 294, 297, 470, 473, 786, 931, 936, 1118, 1121, 1268, 1356, 1359  <i>Reading Strategy</i> 276, 278, 294, 297, 781, 785, 786, 1118, 1121, 1268, 1356, 1359  <i>Review</i> 263, 764, 936  <i>Writing About Literature</i> 1116</p> <p><b>Teacher Wraparound Edition:</b>            LE 79, 263, 297, 473, 936, 1121, 1359; RS 278, 297, 785, 1121, 1359; SP 76</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 24, 27, 31, 40, 41, 43, 46</p>

STANDARDS	PAGE REFERENCES
9. Analyze the characteristics of literary forms.	<p><b>Student Edition:</b> 152-153, 208-209, 252-253, 314-315, 428-429, 452-453, 612-613, 964-965, 1066-1067, 1276-1277 <i>Literary Element</i> 465, 468, 547, 551, 628, 660, 668, 827, 871, 874, 1272, 1275</p> <p><b>Teacher Wraparound Edition:</b> DI 665; LE 468, 628, 668, 827, 874, 1275</p> <p><b>Teacher Resources:</b> <i>Unit 1 Resources</i> 15-16, 46-47 <i>Unit 3 Resources</i> 49-50</p>
10. Interpret the effect of literary and structural devices.	<p><b>Student Edition:</b> 258 #5, 278 #5, 1209-1211 <i>Literary Element</i> 436 <i>Reading Strategy</i> 255, 256, 258, 260, 263, 276, 278, 871, 874, 876, 879 <i>Review</i> 442 <i>Writing</i> 887 <i>Writing About Literature</i> 264, 274, 879</p> <p><b>Teacher Wraparound Edition:</b> RS 256, 258, 278, 874, 879</p> <p><b>Teacher Resources:</b> <i>Literary and Text Analysis Transparencies</i> 25, 38, 53 <i>Unit 3 Resources</i> 36</p>
11. Demonstrate how literary works reflect the historical contexts that shaped them.	<p><b>Student Edition:</b> 698-699, 700-705, 715 #9, 723 #8, 732 #9, 792 #9, 803 #8, 832 #6, 912-913, 914-919, 1232-1233, 1234-1239 <i>Comparing Historical Contexts</i> 947 <i>Comparing Past and Present</i> 1061 <i>Reading Strategy</i> 829</p> <p><b>Teacher Wraparound Edition:</b> CHC 947; CPP 1061</p> <p><b>Teacher Resources:</b> <i>Unit 4 Resources</i> 33, 54</p>

STANDARDS	PAGE REFERENCES
<p>12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.</p>	<p><b>Student Edition:</b>  406-409  <i>Connect</i> 144, 263  <i>Connect to Today</i> 514, 920, 1042  <i>Reading Strategy</i> 142, 197, 198, 202, 206, 266, 267, 269, 623, 625, 628, 1247, 1249, 1255  <i>Responding and Thinking Critically</i> 409  <i>Wrap-Up: Comparing Literature</i> 643, 887, 947, 1061  <i>Writing About Literature</i> 206, 828</p> <p><b>Teacher Wraparound Edition:</b>  DI 163, 315, 353, 373, 407, 947; LH 407; RRW 367; RS 198, 202, 206, 267, 269, 625, 628, 1249, 1255; SP 286, 306; T 244, 406, 699</p> <p><b>Teacher Resources:</b>  <i>Unit 4 Resources</i> 76  <i>Unit 6 Resources</i> 15  <i>Unit 7 Resources</i> 18</p>
<p>13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.</p>	<p><b>Student Edition:</b>  <i>Analyze and Evaluate</i> 168  <i>Literary Criticism</i> 405  <i>Literary Element</i> 316, 323, 330, 336, 352, 368, 404  <i>Writing About Literature</i> 336, 405</p> <p><b>Teacher Wraparound Edition:</b>  DI 315, 327, 389; ELC 399, 1273; LE 323, 330, 336, 368, 404; SP 160, 324, 344, 346, 356, 376, 378, 390, 392</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 53, 59, 62</p>
<p>14. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p>	<p><b>Student Edition:</b>  1010-1017, 1364-1371  <i>Connect</i> 436, 448, 591  <i>Learning for Life</i> 437, 540, 545  <i>Literary Criticism</i> 443, 669  <i>Writing About Literature</i> 206, 724, 828  <i>You're the Critic</i> 441, 583</p> <p><b>Teacher Wraparound Edition:</b>  DI 775, 1367; ELC 1367</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 56</p>

STANDARDS	PAGE REFERENCES
<p>15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>The following references offer recommended selections for independent reading and enjoyment and cover a wide variety of authors, genres and levels of difficulty.</p> <p><b>Student Edition:</b> 228-229, 492-493, 684-685, 898-899, 1020-1021, 1218-1219, 1374-1375</p> <p><b>Teacher Wraparound Edition:</b> SP 286</p> <p><b>Teacher Resources:</b> <i>Read Aloud, Think Aloud Transparencies 1-4, 5-8, 9-13, 18-20</i></p>
<p><b>II. WRITING</b></p>	
<p><b>A. Types of Writing - The student will write in narrative, expository, descriptive, persuasive and critical modes.</b></p>	
<p>1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.</p>	<p><b>Student Edition:</b> 218-225, 480-489, 674-681, 888-895, 1010-1017, 1208-1215, 1364-1371, R30-R32, R36-R39</p> <p><b>Teacher Wraparound Edition:</b> DI 1015; SP 224; WS 677</p> <p><b>Teacher Resources:</b> <i>Rubrics for Assessing Student Writing, Listening and Speaking 4-5, 12-13, 14-15, 20-21, 24-25</i> <i>Unit 4 Resources 81</i> <i>Unit 7 Resources 66</i></p>
<p><b>B. Elements of Composition - The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.</b></p>	
<p>1. Generate, gather, and organize ideas for writing.</p>	<p><b>Student Edition:</b> 221, 481-482, 891, 1013, 1212, 1367, R30 <i>Journalists' Questions 481</i> <i>Writing About Literature 479, 765, 794, 1294, 1354</i></p> <p><b>Teacher Wraparound Edition:</b> DI 891, 1367; ELC 889, 1209; SP 482, 1210, 1366; T 221, 482, 1013, 1212, 1367; WP 481</p> <p><b>Teacher Resources:</b> <i>Unit 2 Resources 105</i> <i>Unit 3 Resources 68</i> <i>Unit 4 Resources 81</i> <i>Unit 7 Resources 66</i></p>

STANDARDS	PAGE REFERENCES
2. Develop a thesis and clear purpose for writing.	<p><b>Student Edition:</b>  480-481, 677, 1013, R30, R36, R38  <i>Journalists' Questions</i> 481  <i>Thesis</i> 675, 678, 1011, 1014  <i>Thesis Statement</i> 483</p> <p><b>Teacher Wraparound Edition:</b>  DI 483; SP 482; T 482; WS 677</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 105</p>
3. Make generalizations and use supporting details.	<p><b>Student Edition:</b>  R33  <i>Conclusion</i> 486  <i>Exposition</i> 487  <i>Focus Lesson</i> 224, 1370  <i>Summarize</i> 484  <i>Supporting Evidence</i> 483, 484, 485, 1011, 1012, 1015</p> <p><b>Teacher Wraparound Edition:</b>  SP 484; T 485, 487</p> <p><b>Teacher Resources:</b>  <i>Unit 6 Resources</i> 78</p>
4. Arrange paragraphs into a logical progression.	<p><b>Student Edition:</b>  677, 891  <i>Focus Lesson</i> 488  <i>Organization</i> 223, 484, 679, 892, 893</p> <p><b>Teacher Wraparound Edition:</b>  DI 677; ELC 485, 487, 489, 679; O 223, 679, 892, 893; SP 892</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 68  <i>Unit 7 Resources</i> 66</p>
5. Revise writing for clarity, coherence, smooth transitions and unity.	<p><b>Student Edition:</b>  488, 680, 894, 1016, 1370, R31, R33-R34  <i>Focus Lesson</i> 680, 681, 894, 895</p> <p><b>Teacher Wraparound Edition:</b>  ELC 489, 1371; SP 488, 680, 1016; T 488, 680, 894, 1016, 1370</p> <p><b>Teacher Resources:</b>  <i>Rubrics for Assessing Student Writing, Listening and Speaking</i> 4-5, 12-13, 14-15, 20-21, 24-25</p>

STANDARDS	PAGE REFERENCES
6. Apply available technology to develop, revise and edit writing.	<p><b>Student Edition:</b>            225, R36-R37, R42-R45  <i>Internet Connection</i> 313, 657, 977, 1096, 1121, 1294  <i>Technology Skills</i> 1373  <i>Using a Model</i> 1372</p> <p><b>Teacher Wraparound Edition:</b>            DI 1015, 1215; SP 486, 490; T 681, 1216; VS 491            Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005.</p> <p><b>Student Edition:</b>            778, 866-867, 873-876</p> <p><b>Teacher Wraparound Edition:</b>            T 874</p>
7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.	<p><b>Student Edition:</b>            481-482, 487, R36-R41  <i>Attention: Plagiarism</i> 482  <i>Citing Titles</i> 1371  <i>Focus Lesson</i> 489  <i>Give Due Credit</i> 489</p> <p><b>Teacher Wraparound Edition:</b>            T 487</p>
8. Revise, edit and prepare final drafts for intended audiences and purposes.	<p><b>Student Edition:</b>            224-225, 488-489, 680-681, 894-895, 1016-1017, 1214-1215, 1370-1371, R31-R32</p> <p><b>Teacher Wraparound Edition:</b>            DI 681, 1015; T 225, 681, 895, 1214, 1215, 1371; WS 677</p> <p><b>Teacher Resources:</b>  <i>Rubrics for Assessing Student Writing, Listening and Speaking</i> 4-5, 12-13, 14-15, 20-21, 24-25</p>

STANDARDS	PAGE REFERENCES
<p><b>C. Spelling, Grammar, and Usage - The student will apply standard English conventions when writing.</b></p>	
<p>1. Understand the differences between formal and informal language styles and use each appropriately.</p>	<p><b>Student Edition:</b>  677, R33, R35  <i>Conversational Tone</i> 223, 1365  <i>Emotional Appeal</i> 675, 679  <i>First Person</i> 889  <i>Focus Lesson</i> 680  <i>Logical Appeal</i> 675  <i>Rubric</i> 674  <i>Tone</i> 1368  <i>Writing Voice</i> 890</p> <p><b>Teacher Wraparound Edition:</b>  A 677; ELC 1369, 1371; SP 676, 680, 894, 1368</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 14, 56  <i>Rubrics for Assessing Student Writing, Listening and Speaking</i> 14-15</p>
<p>2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.</p>	<p><b>Student Edition:</b>  753, 1088, 1199, 1326, R33-R34, R54-R57  <i>Focus Lesson</i> 225, 489, 681, 894, 895, 1016, 1017, 1214, 1215, 1371</p> <p><b>Teacher Wraparound Edition:</b>  ELC 487, 1371; SP 680, 894, 1014, 1016, 1214</p> <p><b>Teacher Resources:</b>  <i>Unit 6 Resources</i> 73  <i>Unit 7 Resources</i> 73</p>

STANDARDS	PAGE REFERENCES
<p>3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:</p> <p>a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including <i>who</i> and <i>whom</i>.</p> <p>b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.</p> <p>c. Correctly use <i>like/as if</i>, <i>any/any other</i>, <i>this kind/these kinds</i>, <i>who/that</i>, and <i>every/many</i> when they occur in a sentence.</p> <p>d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.</p> <p>e. Correctly use the possessive pronoun before the gerund.</p>	<p><b>Student Edition:</b> 151, 224-225, 290, 488-489, 658, 680-681, 753, 894-895, 978, 1016-1017, 1088, 1119, 1214-1215, 1312, 1326, 1370-1371, R53-R57, R58-R60</p> <p><i>Focus Lesson</i> 225, 489, 681, 894, 895, 1016, 1017, 1214, 1215, 1371</p> <p><b>Teacher Wraparound Edition:</b> DI 1017; ELC 487, 1371; SP 680, 894, 1014, 1016, 1214</p> <p><b>Teacher Resources:</b> <i>Unit 1 Resources</i> 45 <i>Unit 5 Resources</i> 38 <i>Unit 6 Resources</i> 73 <i>Unit 7 Resources</i> 50</p>
<p><b>D. Research - The student will locate and use information in reference materials.</b></p>	
<p>1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.</p>	<p><b>Student Edition:</b> 481</p> <p><i>Internet Connection</i> 313, 657, 977, 1096, 1121, 1294</p> <p><b>Teacher Wraparound Edition:</b> DI 491, 1015, 1215; SP 334, 362, 486; VS 227</p> <p>Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005</p> <p><b>Student Edition:</b> 868-872</p> <p><b>Teacher Wraparound Edition:</b> CL 871; EE 870; T 869, 872</p>
<p>2. Identify key terms specific to research tools and processes.</p>	<p><b>Student Edition:</b> 541</p> <p><i>Exposition</i> 487</p> <p><i>Internet Connection</i> 313, 657, 1121</p> <p><b>Teacher Wraparound Edition:</b> DI 491, 1015, 1031, 1215; SP 334, 486, 590, 1030; T 487, 1030; VS 227</p> <p>Also see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005</p> <p><b>Student Edition:</b> 771-775, 776-777, 780-782, 782-783, 868-872</p> <p><b>Teacher Wraparound Edition:</b> C 777; CAC 775; CL 871; EE 870; T 772, 773, 869, 872</p>

STANDARDS	PAGE REFERENCES
3. Narrow the focus of a search by formulating a concise research question or thesis.	<p><b>Student Edition:</b>  480-481, 677, 1013, R30, R36, R38  <i>Journalists' Questions</i> 481  <i>Thesis</i> 675, 678, 1011, 1014  <i>Thesis Statement</i> 483</p> <p><b>Teacher Wraparound Edition:</b>  DI 483; SP 482; T 482; WS 677</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 105</p>
4. Develop a research plan.	<p><b>Student Edition:</b>  481-482, 1367, R30, R36-R38  <i>Journalists' Questions</i> 481</p> <p><b>Teacher Wraparound Edition:</b>  DI 1367; ELC 1367; SP 486, 1366</p> <p><b>Teacher Resources:</b>  <i>Unit 2 Resources</i> 105  <i>Unit 3 Resources</i> 68</p>
5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.	<p><b>Student Edition:</b>  412 #5, 481, 675-676, 1173, R23-R25, R37  <i>Exposition</i> 487  <i>Literary Criticism</i> 669  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677, 1171; LE 1169, 1172; RS 410, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 676; T 487</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 68  <i>Unit 7 Resources</i> 66</p>

STANDARDS	PAGE REFERENCES
<p>6. Produce a report with detailed evidence to support a thesis.</p>	<p><b>Student Edition:</b>  480-489, R36-R39  <i>Exposition</i> 487  <i>Focus Lesson</i> 1370  <i>Secondary Source</i> 485  <i>Supporting Evidence</i> 483, 484, 485  <i>Thesis Statement</i> 483</p> <p><b>Teacher Wraparound Edition:</b>  SP 482, 484, 486; T 485, 487</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 68  <i>Unit 5 Resources</i> 53</p>
<p>7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.</p>	<p>The following references provide guidelines for determining the reliability and credibility of written sources and can be adapted and applied to Internet sources.</p> <p><b>Student Edition:</b>  412 #5, 675-676, 1173, R23-R25  <i>Literary Criticism</i> 669  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677, 1171; LE 1169, 1172; RS 410, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 487, 676</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p>
<p>8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.</p>	<p><b>Student Edition:</b>  482, 487, R37-R41  <i>Attention: Plagiarism</i> 482  <i>Citing Titles</i> 1371  <i>Give Due Credit</i> 489</p> <p><b>Teacher Wraparound Edition:</b>  WP 681, 1371</p>

STANDARDS	PAGE REFERENCES
<p>9. Organize and synthesize information from a variety of sources and present it in a logical manner.</p>	<p><b>Student Edition:</b>  480-489, R36-R39  <i>Exposition</i> 487  <i>Focus Lesson</i> 1370  <i>Reading Strategy</i> 1101, 1247, 1255</p> <p><b>Teacher Wraparound Edition:</b>  ELC 481, 485; SP 486; T 487</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 68</p>
<p>10. Credit sources for both quoted and paraphrased ideas.</p>	<p><b>Student Edition:</b>  481-482, 487, R36-R41  <i>Attention: Plagiarism</i> 482  <i>Citing Titles</i> 1371  <i>Focus Lesson</i> 489  <i>Give Due Credit</i> 489  <i>Long Quotations</i> 1017  <i>Secondary Source</i> 485  <i>Summarize</i> 484</p> <p><b>Teacher Wraparound Edition:</b>  T 487</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 10  <i>Unit 7 Resources</i> 10</p>
<p>11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).</p>	<p><b>Student Edition:</b>  481-482, 487, R36-R41  <i>Attention: Plagiarism</i> 482  <i>Citing Titles</i> 1371  <i>Focus Lesson</i> 489  <i>Give Due Credit</i> 489</p> <p><b>Teacher Wraparound Edition:</b>  T 487</p>
<p>12. Proofread the final copy, format correctly and prepare the document for publication or submission.</p>	<p><b>Student Edition:</b>  224-225, 488-489, 680-681, 894-895, 1016-1017, 1214-1215, 1370-1371, R31-R32</p> <p><b>Teacher Wraparound Edition:</b>  DI 681, 1015; T 225, 681, 895, 1214, 1215, 1371; WS 677</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 10  <i>Unit 7 Resources</i> 10</p>

STANDARDS	PAGE REFERENCES
<b>III. SPEAKING, LISTENING AND VIEWING</b>	
<b>A. Speaking and Listening - The student will demonstrate understanding and communicate effectively through listening and speaking.</b>	
<p>1. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.</p>	<p>The following references cover the evaluation of written communication for bias, accuracy, and credibility and can be adapted to oral communication.</p> <p><b>Student Edition:</b>  412 #5, 1173, R24-R25  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 660, 663, 668, 1167, 1169, 1172, 1193, 1198</p> <p><b>Teacher Wraparound Edition:</b>  LE 1169, 1172; RS 663, 668, 1169, 1172, 1198</p> <p>The following references specifically cover oral communication.</p> <p><b>Student Edition:</b>  682  <i>Active Listening Tips</i> 897</p> <p><b>Teacher Wraparound Edition:</b>  LS 1217</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p>
<p>2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.</p>	<p><b>Student Edition:</b>  227, 491, 683, 897, 1216-1217, 1372-1373  <i>Rubric</i> 227, 491, 1373</p> <p><b>Teacher Wraparound Edition:</b>  LS 491, 1217; SP 1216; T 1372</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 69  <i>Unit 7 Resources</i> 67</p>

STANDARDS	PAGE REFERENCES
<p>3. Understand the relationship between nonverbal, interpersonal, and small group communication.</p>	<p>The following references provide lessons and activities for group work, including interpersonal communication, small group work, partner activities and panel discussions, as well as tips for group etiquette, improving listening skills, and being attentive to nonverbal communication. The relationship among these various types of communication can be covered and reinforced through teacher instruction and classroom discussion.</p> <p><b>Student Edition:</b>  1018-1019  <i>Active Listening Tips</i> 897  <i>Group Activity</i> 529, 792, 887, 935, 947, 990, 1061  <i>Literature Groups</i> 592, 864  <i>Partner Activity</i> 539, 561, 752, 793  <i>Rubric</i> 1018, 1019  <i>Speaking Listening</i> 920  <i>Working Together</i> 491</p> <p><b>Teacher Wraparound Edition:</b>  T 682, 1018, 1019</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 54-55</p>
<p>4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)</p>	<p><b>Student Edition:</b>  R42-R45  <i>Learning for Life</i> 289, 540, 610  <i>Speaking/Listening</i> 514, 920</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LL 610; SP 606</p> <p><b>Teacher Resources:</b>  <i>Unit 5 Resources</i> 55</p>

STANDARDS	PAGE REFERENCES
6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.	<p><b>Student Edition:</b> 675-676, 682, 1173 <i>Focus Lesson</i> 680 <i>Literary Element</i> 1167, 1169, 1171, 1172 <i>Types of Appeals</i> 677 <i>Writing About Literature</i> 1172</p> <p><b>Teacher Wraparound Edition:</b> BRF 1169; DI 1171; ELC 677; LE 1169, 1171, 1172; T 676; WS 677</p> <p><b>Teacher Resources:</b> <i>Literary and Text Analysis Transparencies</i> 36 <i>Unit 3 Resources</i> 68, 69</p>
7. Apply assessment criteria to self-evaluation of oral presentations.	<p><b>Student Edition:</b> 683 <i>Rubric</i> 227, 491, 897, 1018, 1019, 1217, 1373 <i>Using a Model</i> 1372</p> <p><b>Teacher Wraparound Edition:</b> ELC 1373, LS 227, 491, 683, 897, 1019, 1217; T 682, 1018, 1216, 1372, 1373</p> <p><b>Teacher Resources:</b> <i>Rubrics for Assessing Student Writing, Listening and Speaking</i> 32-33, 36-37</p>
<p><b>C. Media Literacy - The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas. (At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)</b></p>	
1. Evaluate the accuracy and credibility of information found on Internet sites.	<p>The following references provide guidelines for determining the reliability and credibility of written sources and can be adapted and applied to Internet sources.</p> <p><b>Student Edition:</b> 412 #5, 675-676, 1173, R23-R25 <i>Literary Criticism</i> 669 <i>Literary Element</i> 1167, 1169, 1172 <i>Reading Strategy</i> 410, 660, 664, 668, 726, 727, 733, 1078, 1083, 1086, 1167, 1169, 1172</p> <p><b>Teacher Wraparound Edition:</b> ELC 677, 1171; LE 1169, 1172; RS 410, 664, 668, 733, 1083, 1086, 1169, 1172; SP 148, 676</p> <p><b>Teacher Resources:</b> <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36 <i>Unit 4 Resources</i> 23</p>

STANDARDS	PAGE REFERENCES
<p>2. Evaluate the logic of reasoning in both print and non-print selections.</p>	<p><b>Student Edition:</b>            412 #5, 682, 1173, R24-R25  <i>Active Listening Tips</i> 897  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 410, 660, 663, 668, 1167, 1169, 1172, 1193, 1198</p> <p><b>Teacher Wraparound Edition:</b>            LE 1169, 1172; LS 1217; RS 663, 668, 1169, 1172, 1198</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 18</p>
<p>3. Evaluate the source’s point of view, intended audience and authority.</p>	<p><b>Student Edition:</b>            R24-R25, R37  <i>Literary Element</i> 1345, 1348, 1353  <i>Reading Strategy</i> 660, 668, 726, 730, 733, 854, 861, 863, 1098, 1100  <i>Review</i> 288, 609  <i>Writing About Literature</i> 765</p> <p><b>Teacher Wraparound Edition:</b>            LE 1348, 1353; RS 668, 672, 733, 861, 863, 1100</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3  <i>Unit 2 Resources</i> 32</p>
<p>4. Determine whether the evidence in a selection is appropriate, adequate and accurate.</p>	<p><b>Student Edition:</b>            R24-R25, R37  <i>Reading Strategy</i> 603, 605, 606, 610, 1078, 1079, 1082, 1083, 1086</p> <p><b>Teacher Wraparound Edition:</b>            RS 606, 610, 1079, 1082, 1083, 1086; SP 604</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p>

STANDARDS	PAGE REFERENCES
<p>5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.</p>	<p>The following references cover the evaluation of written communication and print media for bias, persuasion, accuracy, and credibility.</p> <p><b>Student Edition:</b>  412 #5, 682, 1173, R24-R25  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 368, 660, 663, 668, 1167, 1169, 1172, 1193, 1198  <i>Real-World Connection</i> 675  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LE 1169, 1172; RS 663, 668, 1169, 1172, 1198</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 36</p> <p>For an analysis of broadcast media, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005:</p> <p><b>Student Edition:</b>  860-861</p> <p><b>Teacher Wraparound Edition:</b>  CC 856; CL 861; MA 860; T 861</p>

STANDARDS	PAGE REFERENCES
<p>6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p>	<p>The following references cover the evaluation of written communication and print media for bias, persuasion, accuracy, and credibility.</p> <p><b>Student Edition:</b>  412 #5, 682, 1173, R24-R25  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 368, 660, 663, 668, 1167, 1169, 1172, 1193, 1198  <i>Real-World Connection</i> 675  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LE 1169, 1172; RS 663, 668, 1169, 1172, 1198</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p> <p>For an analysis of broadcast media, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005:</p> <p><b>Student Edition:</b>  860-861</p> <p><b>Teacher Wraparound Edition:</b>  CC 856; CL 861; MA 860; T 861</p>

STANDARDS	PAGE REFERENCES
<p>7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</p>	<p>The following references cover the evaluation of written communication and print media for bias, persuasion, accuracy, and credibility.</p> <p><b>Student Edition:</b>  412 #5, 682, 1173, R24-R25  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 368, 660, 663, 668, 1167, 1169, 1172, 1193, 1198  <i>Real-World Connection</i> 675  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LE 1169, 1172; RS 663, 668, 1169, 1172, 1198</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p> <p>For an analysis of broadcast media, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005:</p> <p><b>Student Edition:</b>  860-861</p> <p><b>Teacher Wraparound Edition:</b>  CC 856; CL 861; MA 860; T 861</p>
<p>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</p>	<p><b>Student Edition:</b>  481, R21  <i>Journalists' Questions</i> 481  <i>Reading Strategy</i> 446, 448, 543, 545, 1243, 1244, 1245</p> <p><b>Teacher Wraparound Edition:</b>  RS 448, 545, 1244, 1245</p> <p><b>Teacher Resources:</b>  <i>Unit 3 Resources</i> 70  <i>Unit 6 Resources</i> 80</p>

STANDARDS	PAGE REFERENCES
<p>9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.</p>	<p>The following references cover the evaluation of written communication and print media for bias, persuasion, accuracy, credibility, and can be adapted and applied to lessons on news broadcasts, documentaries and web sites.</p> <p><b>Student Edition:</b>  412 #5, 682, 1173, R24-R25  <i>Exposition</i> 487  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 368, 660, 663, 668, 1167, 1169, 1172, 1193, 1198  <i>Real-World Connection</i> 675  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  ELC 677; LE 1169, 1172; RS 663, 668, 1169, 1172, 1198</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies</i> 3, 4, 18, 36  <i>Unit 4 Resources</i> 23</p> <p>For an analysis of broadcast media, see Glencoe’s <i>Writer’s Choice: Grammar and Composition Grade 12</i> © 2005:</p> <p><b>Student Edition:</b>  860-861</p> <p><b>Teacher Wraparound Edition:</b>  CC 856; CL 861; MA 860; T 861</p>

STANDARDS	PAGE REFERENCES
<p>10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</p>	<p>The following references cover the use of persuasive techniques, in media and written communication, presenting opinions as fact, and the need to cite sources to avoid plagiarism.</p> <p><b>Student Edition:</b>  412 #5, 682, 1173, R23-R25, R38-R39  <i>Attention Plagiarism</i> 482  <i>Literary Element</i> 1167, 1169, 1172  <i>Reading Strategy</i> 660, 663, 668, 1167, 1169, 1172, 1193, 1198  <i>Real-World Connection</i> 675  <i>Types of Appeals</i> 677</p> <p><b>Teacher Wraparound Edition:</b>  RS 663, 668, 1169, 1172, 1198; SP 486</p> <p><b>Teacher Resources:</b>  <i>Literary and Text Analysis Transparencies 3</i>  For an analysis of broadcast media, see Glencoe's <i>Writer's Choice: Grammar and Composition Grade 12</i> © 2005:</p> <p><b>Student Edition:</b>  860-861</p> <p><b>Teacher Wraparound Edition:</b>  CC 856; CL 861; MA 860; T 861</p>