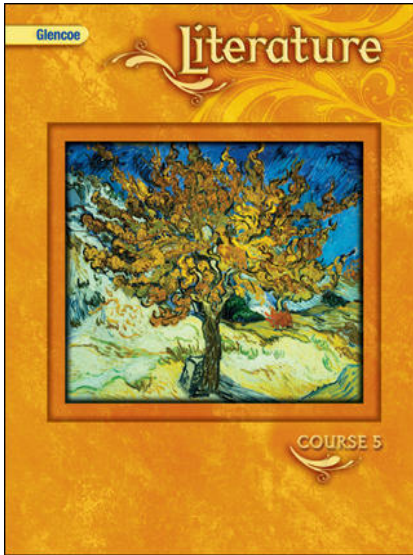




Glencoe

Academic Standards
Language Arts
Grades 9, 10, 11, 12



Glencoe

Literature

COURSE 5
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STANDARDS	PAGE REFERENCES
I. READING AND LITERATURE	
B. Vocabulary Expansion - The student will apply a variety of strategies to expand vocabulary.	
<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>Student Edition: <i>Vocabulary</i> 573, 608 <i>Vocabulary Practice</i> 27, 102, 197, 302, 552, 558, 581, 611 <i>Vocabulary Workshop</i> 52-53, Teacher Edition: V 369, 577, 608; VP 611 Teacher Resources: <i>Unit 1 Teaching Resources</i> 16-17 <i>Unit 2 Teaching Resources</i> 16-17 <i>Unit 3 Teaching Resources</i> 16-17 <i>Unit 4 Teaching Resources</i> 16-17 <i>Unit 5 Teaching Resources</i> 16-17 <i>Unit 6 & 7 Teaching Resources</i> 16</p>

STANDARDS	PAGE REFERENCES
<p>2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 16, 140, 319, 374, 447, 479, 552, 569, 571, 663, 684, 782, 1082</p> <p>Teacher Edition: V 369, 477</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 83 <i>Unit 3 Teaching Resources</i> 29, 54</p>
<p>3. Identify and analyze analogies.</p>	<p>Student Edition: <i>Literary Element</i> 429, 1075, 1081 <i>Review</i> 446 <i>Vocabulary Practice</i> 50, 83, 243, 1077</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 4 <i>Unit 6 & 7 Teaching Resources</i> 75</p>
<p>4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 27, 111, 121, 177, 287, 302, 357, 395, 399, 526, 530, 622, 707, 847, 865, 969, 978</p> <p>Teacher Edition: VP 27, 111, 121, 177, 287, 302, 357, 395, 399, 526, 530, 622, 707, 847, 865, 969, 978</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources</i> 95</p>
<p>5. Understand the meaning of unknown words using derivations, such as word roots and word origins.</p>	<p>Student Edition: <i>Vocabulary Practice</i> 55, 62, 104, 111, 121, 257, 350, 495, 515, 575, 835, 923, 967, 977, 979, 1094, 1114</p> <p>Teacher Edition: V 342, 573; VP 55, 62, 104, 111, 121, 257, 342, 350, 495, 515, 575, 835, 923, 967, 977, 979, 1094, 1114</p>

STANDARDS	PAGE REFERENCES
<p>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.</p>	
<p>1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.</p>	<p>Student Edition: <i>Literature and Reading</i> 376, 383, 402, 417, 418, 432, 439, 443</p> <p>Teacher Edition: AAI 392; DAM 366; RP 424</p> <p>Teacher Resources: <i>Unit 1 Teaching Resources</i> 103 <i>Unit 2 Teaching Resources</i> 81 <i>Unit 3 Teaching Resources</i> 28 <i>Unit 4 Teaching Resources</i> 80 <i>Unit 5 Teaching Resources</i> 28 <i>Unit 6 & 7 Teaching Resources</i> 40, 54</p>
<p>2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.</p>	<p>Student Edition: 417, 418 <i>Reading Strategy</i> 395, 432</p> <p>Teacher Edition: F 417, RP 410</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 83</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>Student Edition: 1138-1140, 1146, 1147, 1148, 1149, 1150, 1152, 1153, 1154, 1155, 1156, R22-R27</p> <p>Teacher Edition: T 1138, 1139</p> <p>Teacher Resources: <i>Unit 6 & 7 Teaching Resources</i> 127-134</p>
<p>4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.</p>	<p>Student Edition: <i>Analyze & Evaluate</i> 301, 318, 338, 413 <i>Literary Elements</i> 322, 323, 326, 402, 414</p> <p>Teacher Edition: LE 323, 403</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 16, 38, 55</p>

STANDARDS	PAGE REFERENCES
5. Summarize and paraphrase main idea and supporting details.	<p>Student Edition: 178, 560, 562, 1158, R38-R39 <i>Reading Strategy</i> 178, 322, 339</p> <p>Teacher Edition: F 231</p> <p>Teacher Resources: <i>Unit 1 Teaching Resources</i> 257-262</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>Student Edition: 396-397, 433-436, 439-441, 444-445, 588-590 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588</p> <p>Teacher Edition: A 590, RP 392, 410</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266</p>
7. Make inferences and draw conclusions based on explicit and implied information from texts.	<p>Student Edition: 622, R38-R39 <i>Literature and Reading Preview</i> 74, 145, 219, 352, <i>Reading Strategy</i> 113, 322</p> <p>Teacher Edition: T 14, 60, 182, 210, 352, 392, 588, 606, 659, 944</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 132, 160 <i>Unit 3 Teaching Resources</i> 266</p>
8. Evaluate clarity and accuracy of information, as well as the credibility of sources.	<p>Student Edition: 583, 993, R60-R63 <i>Evaluate Evidence</i> 588 <i>Literature & Reading Preview</i> 395, 418, 432, <i>Reading Strategy</i> 709 <i>Research and Report</i> 121,</p> <p>Teacher Edition: T 490</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 132, 160 <i>Unit 3 Teaching Resources</i> 266</p>
9. Identify, understand and explain the various types of fallacies in logic.	<p>Student Edition: 395, 583, R60 <i>Reading Strategy</i> 395, 432</p>

STANDARDS	PAGE REFERENCES
10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.	<p>Student Edition: 451, 992</p> <p>Teacher Edition: RP 90, T 997; WP 406, 432, 994</p>
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.	
1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.	<p>Student Edition: 19-25, 35-48, 356-363, 394-400, 401-415, 709-712 <i>After You Read</i> 26, 49, 364, 400, 415, 712</p>
2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.	<p>Student Edition: 547-553, 716-738, 739-759, 760-782, 783-799, 800-816 <i>After You Read</i> 553, 738, 759, 782, 799, 816</p>
3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.	<p>Student Edition: 66-70, 159-168, 368-374, 521-524, 662-684 <i>After You Read</i> 71, 169, 374, 524, 684</p>
4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.	<p>Student Edition: <i>Literary Element</i> 158, 173, 184, 185, 200, 219, 243, 246, 357, 380, 395, 402, 418</p> <p>Teacher Edition: T 46, 180, 215, 240, 378, 408</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 80, 98, 105</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>Student Edition: 184 <i>Literary Element</i> 55, 61, 74, 158, 173, 219, 231, 395, 402, 418 Reading Strategy 663</p> <p>Teacher Edition: LE 215; LEP 240, 420, 444, 600; RP 14, 60, 158, 180, 184, 264, 654; WP 426, T 174</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 52, 54, 90, 100, 105</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>Student Edition: 2-4, 6, 8-9, 86-87, 124, 184-185, 652-654 <i>After You Read</i> 15, 26, 120-121, 139-141, 256-257 <i>Literature & Reading Preview</i> 11, 113, 124, 200, 219, 246, 717</p> <p>Teacher Edition: RP 184; RS 806</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 20, 22, 78, 80, 100, 105</p>
<p>7. Evaluate a literary selection from several critical perspectives.</p>	<p>Student Edition: 4-5, 16, 430, 582-583 <i>Before You Read</i> 304-305 <i>Writing Workshop</i> 258</p> <p>Teacher Edition: RS 314, 316; SP 6</p> <p>Teacher Resources: <i>Unit 3 Teaching Resources</i> 259</p>
<p>8. Analyze classic and contemporary poems for poetic devices.</p>	<p>Student Edition: 468-469, 474-475, 592-593, <i>After You Read</i> 580, 597, 738 <i>Literary Element</i> 490, <i>Literature & Reading Preview</i> 548, 577, 595, 600, 608, 619, 717</p> <p>Teacher Edition: LEP 602, 644; RP 542, 634; SP 608; T 645</p> <p>Teacher Resources: <i>Unit 3 Teaching Resources</i> 19, 27, 30, 39, 40, 55</p>
<p>9. Analyze the characteristics of literary forms.</p>	<p>Student Edition: 188-196, 212-214, 217, 280-282, 288-300, 654-656, 658-659, 818-819, 896-894-896, 900-901, 1076-1080, 1090-1091, 1095-1112 <i>After You Read</i> 197, 301, 1081, 1092, 1094, 1113 <i>Literature & Reading Preview</i> 187, 212, 287, 903, 1075, 1089, 1093</p> <p>Teacher Resources: <i>Literary Elements Transparencies</i> 49 <i>Unit 6 & 7 Teaching Resources</i> 27</p>

STANDARDS	PAGE REFERENCES
<p>10. Interpret the effect of literary and structural devices.</p>	<p>Student Edition: 184 <i>Literary Element</i> 55, 61, 74, 158, 173, 219, 231, 395, 402, 418 Reading Strategy 663 Teacher Edition: LE 215; LEP 240, 420, 444, 600; RP 14, 60, 158, 180, 184, 264, 654; WP 426, T 174 Teacher Resources: <i>Literary Elements Transparencies</i> 52, 54, 90, 100, 105</p>
<p>11. Demonstrate how literary works reflect the historical contexts that shaped them.</p>	<p>Student Edition: <i>After You Read</i> 349 Reading Strategy 28, 65, 71 Teacher Edition: RP 76, 348, 960; T 28</p>
<p>12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.</p>	<p>Student Edition: <i>Comparing Literature</i> 617 <i>Literature & Reading Preview</i> 113, 383, 564, 582 Teacher Edition: RP 570, T 777, 812</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>Student Edition: 652-653, 658-659, 660-661, 663, 739, 741, 760, 800 Teacher Edition: A 656; DI 819; RP 652, 656, 748, 819; RS 748; T 652, 653, 665, 748, 762, 785, 864; WP 762</p>
<p>14. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p>	<p>Student Edition: <i>After You Read</i> 120, 156, 256, 364, 413, 489, 545-546, 616, 987, 1055-1056</p>
<p>15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>Student Edition: <i>After You Read</i> 301-302, 514-515, 706-707, 949-950 <i>Independent Reading</i> 268-269, 884-885, 1113-1114, 1128-1129</p>

STANDARDS	PAGE REFERENCES
II. WRITING	
A. Types of Writing - The student will write in narrative, expository, descriptive, persuasive and critical modes.	
1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.	<p>Student Edition: 366-367, 714-715, 951-954, <i>Prewrite 451</i> <i>Respond Through Writing</i> 400, 708, 978, <i>Wrap-Up: Comparing Literature</i> 430, Writing Workshop 992-1003</p> <p>Teacher Edition: WP 406, 544, 740, 758, 778, 788</p>
B. Elements of Composition - The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.	
1. Generate, gather, and organize ideas for writing.	<p>Student Edition: <i>Prewrite</i> 261, 635, 876-877, 993-994 <i>Respond Through Writing</i> 400, 553, 978 <i>Write with Style</i> 447</p> <p>Teacher Edition: T 877, 994; WWS 447</p>
2. Develop a thesis and clear purpose for writing.	<p>Student Edition: R33 <i>Prewrite</i> 261, 635, 876-877, 993-994 <i>Respond Through Writing</i> 400, 553, 978 <i>Write with Style</i> 447</p> <p>Teacher Edition: A 400; T 261, 995</p>
3. Make generalizations and use supporting details.	<p>Student Edition: R33 <i>Draft</i> 262, 636, 878-879, 995 <i>Prewrite</i> 261, 635, 876-877, 993-994 <i>Respond Through Writing</i> 400, 553, 978 <i>Write with Style</i> 447</p> <p>Teacher Edition: T 261, 636, 879, 995</p>

STANDARDS	PAGE REFERENCES
4. Arrange paragraphs into a logical progression.	<p>Student Edition: R33 <i>Draft</i> 262, 636, 878-879, 995 <i>Prewrite</i> 261, 635, 876-877, 993-994 <i>Respond Through Writing</i> 400, 553, 978 <i>Write with Style</i> 447</p> <p>Teacher Edition: DI 261; T 261, 636, 879, 995</p>
5. Revise writing for clarity, coherence, smooth transitions and unity.	<p>Student Edition: <i>Edit and Proofread</i> 265, 639, 880, 1001 <i>Respond Through Writing</i> 400, 553, 978 <i>Revise</i> 264, 638, 880, 1000</p> <p>Teacher Edition: DI 999; T 264, 879</p>
6. Apply available technology to develop, revise and edit writing.	<p>Student Edition: <i>Edit and Proofread</i> 265, 639, 880, 1001 <i>Respond Through Writing</i> 400, 553, 978 <i>Revise</i> 264, 638, 880, 1000</p> <p>Teacher Edition: DI 1001; T 881, 1001</p>
7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.	<p>Student Edition: R31-R32, R33-R34, R35-R37 <i>Works Cited</i> 999</p>
8. Revise, edit and prepare final drafts for intended audiences and purposes.	<p>Student Edition: <i>Present</i> 265, 639, 880 <i>Respond Through Writing</i> 400, 553, 978 <i>Speaking, Listening and Viewing Workshop</i> 266-267</p> <p>Teacher Edition: T881</p>
<p>C. Spelling, Grammar, and Usage - The student will apply standard English conventions when writing.</p>	
1. Understand the differences between formal and informal language styles and use each appropriately.	<p>Student Edition: 279, 282</p>
2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.	<p>Student Edition: R53-R56 <i>Grammar Tip</i> 503, 553, 816, <i>Grammar Workshop</i> 63, 320, 540, 836, 1057, 1116</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, any/any other, this kind/these kinds, 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>Student Edition: R 47-56 <i>Grammar Workshop</i> 63, 142, 229, 303, 320, 509, 540, 836, 890-891, 1057, 1116</p> <p>Teacher Resources: <i>Grammar & Writing Workshop Transparencies</i> 1, 14, 39, 62</p>
<p>D. Research - The student will locate and use information in reference materials.</p>	
<p>1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.</p>	<p>Student Edition: 27, 121, 302, 992-994, R31-R34</p> <p>Teacher Edition: DI 995; RP 90; T 995; WP 994</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources</i> 122-123</p>
<p>2. Identify key terms specific to research tools and processes.</p>	<p>Student Edition: 992-994, R31-R34</p> <p>Teacher Edition: T 997</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources</i> 122-123</p>
<p>3. Narrow the focus of a search by formulating a concise research question or thesis.</p>	<p>Student Edition: 992-994, R31-R34</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources</i> 122-123</p>
<p>4. Develop a research plan.</p>	<p>Student Edition: 992-994, R31-R34</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources</i> 122-123</p>

STANDARDS	PAGE REFERENCES
5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.	<p>Student Edition: 992-994, R31-R34</p> <p>Teacher Edition: DI 995; RP 996; T 997</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources 122-123</i></p>
6. Produce a report with detailed evidence to support a thesis.	<p>Student Edition: 992-994, 1000-1001, R31-R34</p> <p>Teacher Edition: RP 996; T 995; WP 994, 1000, 1001</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources 122-123</i></p>
7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.	<p>Student Edition: 992-994, R31-R34</p> <p>Teacher Edition: DI 995; RP 996; T 997</p>
8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.	<p>Student Edition: 121, 261, 451, 635, 994, 997, 999, 1004, 1122, R33</p> <p>Teacher Edition: RP 998</p>
9. Organize and synthesize information from a variety of sources and present it in a logical manner.	<p>Student Edition: 1000-1001, R31-R34</p> <p>Teacher Resources: <i>Unit 5 Teaching Resources 122-123</i></p>
10. Credit sources for both quoted and paraphrased ideas.	<p>Student Edition: <i>Research & Report 121</i> <i>Prewrite 261, 451, 635, 994, 997, 999, 1004, 1122</i></p> <p>Teacher Edition: RP 998</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>Student Edition: <i>Research & Report 121</i> <i>Prewrite 261, 451, 635, 994, 997, 999, 1004, 1122</i></p> <p>Teacher Edition: RP 998</p>

STANDARDS	PAGE REFERENCES
12. Proofread the final copy, format correctly and prepare the document for publication or submission.	Student Edition: 992-994, 1000-1001, R31-R34 Teacher Edition: T 9
III. SPEAKING, LISTENING AND VIEWING	
A. Speaking and Listening - The student will demonstrate understanding and communicate effectively through listening and speaking.	
1. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.	Student Edition: 583, 993, R60-R63 <i>Evaluate Evidence</i> 588 <i>Literature & Reading Preview</i> 395, 418, 432, <i>Reading Strategy</i> 709 <i>Research and Report</i> 121, Teacher Edition: T 490 Teacher Resources: <i>Unit 2 Teaching Resources</i> 132, 160 <i>Unit 3 Teaching Resources</i> 266
2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.	Student Edition: R60-R63 <i>Speaking & Listening</i> 581, 1056 <i>Speaking, Listening & Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005, 1126-1127
3. Understand the relationship between nonverbal, interpersonal, and small group communication.	Student Edition: R60-R63 <i>Speaking, Listening & Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005, 1126-1127
4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.)	The following references can be used in classroom discussions and activities to meet this objective. Student Edition: <i>Functional Documents</i> R22-R27 <i>Writing</i> 71, 156, 211, 429
5. Understand the effects of media on society and culture.	Student Edition: 582-587
6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.	Student Edition: R60-R63 <i>Speaking & Listening</i> 581, 1056 <i>Speaking, Listening & Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005, 1126-1127

STANDARDS	PAGE REFERENCES
7. Apply assessment criteria to self-evaluation of oral presentations.	Student Edition: R60-R63 <i>Speaking & Listening</i> 581, 1056 <i>Speaking, Listening & Viewing Workshop</i> 266-267, 456-457, 640-641, 882-883, 1002-1005, 1126-1127
	C. Media Literacy - The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas. (At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)
	1. Evaluate the accuracy and credibility of information found on Internet sites. Student Edition: 121, 582-587, R60-R63
	2. Evaluate the logic of reasoning in both print and non-print selections. Student Edition: 583, R60-R63 <i>Respond Through Writing</i> 415
	3. Evaluate the source's point of view, intended audience and authority. Student Edition: 396-397, 433-436, 439-441, 444-445, 588-590 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588 Teacher Edition: A 590, RP 392, 410 Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266
	4. Determine whether the evidence in a selection is appropriate, adequate and accurate. Student Edition: 396-397, 433-436, 439-441, 444-445, 582-587, 588-590, R60-R63 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588 Teacher Edition: A 590, RP 392, 410 Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266

STANDARDS	PAGE REFERENCES
<p>5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.</p>	<p>Student Edition: 396-397, 433-436, 439-441, 444-445, 582-587, 588-590, R60-R63 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588</p> <p>Teacher Edition: A 590, RP 392, 410</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266</p>
<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>Student Edition: 396-397, 433-436, 439-441, 444-445, 582-587, 588-590, R60-R63 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588</p> <p>Teacher Edition: A 590, RP 392, 410</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266</p>
<p>7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</p>	<p>Student Edition: 582-587, R60-R63</p>
<p>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</p>	<p>Student Edition: 582-587, R60-R63</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>Student Edition: 582-587, R60-R63 396-397, 433-436, 439-441, 444-445, 588-590 <i>After You Read</i> 398-399, 437-438, 446-447 <i>Analyze & Evaluate</i> 441, 590 <i>Literature and Reading Preview</i> 395, 432, 443, 588</p> <p>Teacher Edition: A 590, RP 392, 410</p> <p>Teacher Resources: <i>Unit 2 Teaching Resources</i> 160 <i>Unit 3 Teaching Resources</i> 266</p>
<p>10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.</p>	<p>Student Edition: 582-587, R63</p>