
2017

English

Standards of Learning

Curriculum

Framework

Commonwealth of Virginia
Board of Education
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Introduction

The 2017 *English Standards of Learning* Curriculum Framework is a companion document to the 2017 *English Standards of Learning* and amplifies the *English Standards of Learning* by defining the content knowledge, skills, and understandings. The Curriculum Framework is not meant to be an entire curriculum, but rather to provide additional guidance to school divisions and their teachers as they develop their local program of studies appropriate for their students. It assists teachers in their lesson planning by identifying essential understandings, defining essential content knowledge, and describing the intellectual skills students need to use. This supplemental framework delineates in greater specificity the content that all teachers should teach and all students should learn. The concepts, skills, and content in English Language Arts spiral. Teachers should note each grade level builds skills that carry to the following grades. Each grade level within the English Curriculum Framework builds from kindergarten through grade 12 creating a comprehensive instructional tool, which prepares students for success in the postsecondary education and the workplace. Teachers should review the Curriculum Framework for the scope of learning in each of the strands in previous grades and in the grades to follow. The format of the Curriculum Framework facilitates teacher planning by identifying the key concepts, knowledge, and skills that should be the focus of instruction for each standard. The Curriculum Framework is divided into two columns: Essential Understandings; and Essential Knowledge, Skills and Processes. The purpose of each section is explained below.

Teacher Notes

This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. This section may also contain best practices, instructional strategies, and suggestions that will help teachers plan lessons focusing on integrating ~~on~~ the standard(s). The Teacher Notes are found at the beginning of each strand in the English Curriculum Framework.

Essential Understandings

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the Standards of Learning. These essential understandings are presented to facilitate teacher planning.

Essential Knowledge, Skill, and Processes

Standards are expanded in the Essential Knowledge, Skills, and Processes column. What each student should know and be able to do in each standard is outlined. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. It is meant to identify the key knowledge, skills, and processes that define the standard. The Essential Knowledge, Skills, and Processes is not a one-to-one match of the Standards. If the standard is self-explanatory, there will be no additional explanation in this column. For example, the nonfiction reading strand requires students to identify the main idea; there is not a corresponding entry in the EKSP column explaining how to identify a main idea.

The Curriculum Framework serves as a guide for Standards of Learning assessment development. Assessment items may not and should not be a verbatim reflection of the information presented in the Curriculum Framework. Students are expected to continue to apply knowledge, skills, and processes from Standards of Learning presented in previous grades as they build expertise in English.

Grade Nine

Strand: Communication and Multimodal Literacies

Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. Teachers will emphasize the importance of effective interpersonal communication and collaboration skills that are essential for success in future postsecondary education and workplace environments.

Teacher Notes:

- Please note presentation skills may differ within classrooms.
- Teachers should provide opportunities for students to create interactive multimodal presentations.
- Teachers should provide opportunities for small-group analysis and self-analysis of the effectiveness of communication.
- Teachers should note that the communication strand should be integrated throughout the year and can be used as part of reading, writing, and research.
- Multimodal is the strategic use of two or more interdependent modes of communication where both modes are essential to convey the intended message. For example: graphics, written language, moving images, music, audio, presentation technologies, movement, etc.

9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Use vocabulary appropriate to the topic, audience, and purpose.
- d) Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.
- e) Assume responsibility for specific group tasks.
- f) Share responsibility for collaborative work.
- g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- h) Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.
- i) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- j) Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.

Essential Understandings:

All students should:

- understand that verbal techniques are important for effective communication.
- understand working effectively with diverse groups, includes:
- exercising flexibility in making necessary compromises to accomplish a common goal.
- defining a team goal and working toward it.
- treating all ideas respectfully

- demonstrating respect for others' ideas by acknowledging differing points of view.
- coming to agreement by seeking consensus.
- understand the importance of self-reflection in small-group activities.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- define technical and specialized language to increase clarity in multimodal presentations
- incorporate pertinent information discovered during research, to support main ideas in multimodal presentations.
- organize presentation in a structure appropriate to the audience, topic, and purpose
- use word choice and vocabulary appropriate for situation, audience, topic, and purpose.
- keep eye contact with audience, adjust volume, tone, and rate, be aware of posture use natural tone.
- analyze and critique the relationship among purpose, audience, and content of presentations.
- collaborate with peers to set guidelines for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.
- engage others in a conversation by posing and responding to questions in a group situation.
- demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback.
- analyze and critique the effectiveness of a speaker's or group's voice, language, clarity, organization, relevance, and delivery.

9.2 The student will produce, analyze, and evaluate media messages.

- a) Analyze and interpret special effects used in media messages.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- f) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- g) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

Essential Understandings:

All students should:

- understand how special effects are employed in a multimedia message to persuade the viewer.
- comprehend persuasive language and word connotations to convey viewpoint and bias.
- understand that media messages are constructed based on varying opinions, values, and viewpoints.

- recognize that all media messages are constructed and that to understand the whole meaning of the message they should be deconstructed

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes.
- identify and deconstruct elements of media literacy including: authorship, format, audience, content, purpose.
- analyze author's intended audience and purpose when evaluating media messages.
- recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, including but not limited to:
 - ad hominem
 - red herring
 - straw man
 - begging the question
 - testimonial
 - ethical appeal
 - emotional appeal
 - logical appeal
- identify and evaluate word choice, bias, viewpoints, and the effectiveness of persuasive messages in use word choice and vocabulary appropriate for situation, audience, topic, and purpose.
- identify public opinion trends and possible causes.
- identify and analyze sources in the media.
- analyze information from many sources.
- identify basic principles of media literacy:
 - media messages are constructed;
 - messages are representations with values and viewpoints;
 - each form of media uses a unique set of rules to construct messages;
 - individuals interpret based on personal experience; and
 - media are driven to gain profit or power.
- identify key questions of media literacy:
 - Who created the message?
 - What techniques are used to attract attention?
 - How might different people react differently to this message?
 - What values, lifestyles and points of view are represented in, or omitted from, this message?
 - What is the purpose of this message?
- avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.

Strand: Reading

The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. These critical thinking skills are foundational to technical reading and writing and are transferable across all content areas.

Teacher Notes:

- Teachers should teach a balance of fiction including poetry and nonfiction throughout the academic year.
- Nonfiction texts should include informational, persuasive, and technical texts.
- Please note although the strands are developed separately, teachers should seamlessly integrate all strands.
 - Thematic units are one approach.
 - Teachers should have students write about what they have read.
- Vocabulary words should be culled from student reading instead of using random lists and should not be taught in isolation.
- Although the vocabulary standards in high school remain similar, the words studied should increase in complexity according to a variety of texts read. Students in 9th grade should not be studying the same vocabulary as upper classmen will receive. Vocabulary can also be differentiated according to text and level of student.
- There is not a specific list of Greek/Latin roots, or idioms. Teachers may want to consult professional publications.
- Teachers should provide instruction on classical allusions and how they can impact and deepen the meaning of the text.
- While whole-group instruction can be centered on a shared text, teachers must also provide opportunities for student choice with both fiction and nonfiction texts.
- Although the standard in fiction requires comparing/contrasting details in literary and informational nonfiction texts, teachers should be using paired passages with a variety of texts.
- Teachers should include literary texts that fulfill a social or cultural function depending on the time, location, theme and purpose of the author(s) across texts. For example, To Kill a Mockingbird, reflects the time of the Civil Rights Movement that compelled people to examine their social perspectives, prejudices, and attitudes resulting in a change in the conscience and laws of a nation.
- Teachers should introduce students to longer, more complex texts both on grade level and above.
- Teachers should have students refer to the text(s) for support.
- Teachers should use fictional and informational texts paired on a common theme or topic and have students compare/contrast.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

Essential Understandings:

All students should:

- understand that figurative language enriches text.
- understand that word structure aids comprehension of unfamiliar and complex words.
- recognize that words have nuances of meaning including figurative, connotative, and technical that help to determine the appropriate meaning.
- understand that affixes and Greek and Latin roots are clues to determine meanings of words.
- understand that context and connotations help determine the meaning of text.
- understand that allusions are used to assist readers in providing connections to other works or historical events.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- understanding use word structure to analyze and relate words.
- use roots or affixes to determine or clarify the meaning of new or unfamiliar words.
- analyze the author's use of idioms.
- use prior reading knowledge and other study to identify the meaning of literary and classical allusions.
- interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- analyze figurative language
- demonstrate of connotations in word meanings

9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.

- a) Identify the characteristics that distinguish literary forms.
- b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) Analyze the cultural or social function of a literary text.
- f) Explain the relationship between the author's style and literary effect.
- g) Explain the influence of historical context on the form, style, and point of view of a written work.
- h) Compare and contrast authors' use of literary elements within a variety of genres.

- i) Analyze how the author's specific word choices and syntax impact the author's purpose.
- j) Make inferences and draw conclusions using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) Use reading strategies to monitor comprehension throughout the reading process.

Essential Understandings:

All students should:

- understand the relationship between an author's style and literary effect.
- understand that analysis of a text should be based on text references, not personal opinion.
- understand an author's use of figurative language to create images, sounds, and effects.
- understand how dramatic conventions impact a reader's comprehension of a play and are often revealed through staging as well as through narration and dialogue
- understand a character's development throughout a text.
- understand how authors are often influenced by culture, society, or current events.
- understand that allusions are used to assist readers in providing connections to other works or historical events.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- read paired passages/read across texts to examine author's word choice, theme development, point of view, etc.
- identify the differing characteristics that distinguish literary forms, including but not limited to: narrative; poetry; drama; essay; analytical essay; literary nonfiction; personal essays
- analyze figurative language
- demonstrate understanding of connotations in word meanings
- identify and analyze elements of dramatic literature:
 - dramatic structure:
 - exposition/initiating event,
 - rising action,
 - complication/conflict,
 - climax, falling action,
 - resolution/denouement (conclusion/resolution);
 - monologue;
 - soliloquy;
 - dialogue;
 - aside;
 - dialect; and
 - stage directions.
- describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.
- explain the relationships among the elements of literature, including but not limited to:
 - protagonist/antagonist and other characters,
 - plot,
 - setting,
 - tone,
 - point of view: first person, third person limited, third person omniscient,

- theme,
 - speaker, and
 - narrator.
- analyze the techniques used by an author to convey information about a character.
- analyze character types, including: dynamic/round character, static/flat character, and stereotype
- analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and thoughts.
- analyze how characters with multiple or conflicting motivations develop over the course of a text, and advance the plot or develop theme.
- analyze how the plot structures advance the action in literature.
- determine a theme of a text and analyze its development
- compare and contrast types of figurative language and other literary devices such as but not limited to:
 - simile, metaphor, personification, analogy, symbolism, apostrophe, allusion, imagery, paradox, and oxymoron.
- identify and analyze sound devices, including but not limited to:
 - rhyme (approximate, end, slant), rhythm, repetition, alliteration, assonance, consonance, onomatopoeia, and parallelism.
- identify and analyze an author's presentation of literary content by the use of structuring techniques, such as:
 - parallel plots, subplots, and multiple story lines
- analyze an author's use of diction and syntax to convey ideas and content, including but not limited to:
 - rhetorical question, cliché, connotation, denotation, hyperbole, understatement, overstatement, irony: dramatic, situational, verbal; dialect, and pun.
- compare and contrast two or more texts on the same topic or with similar themes.
- use evidence from the text(s) for support when drawing conclusions, making inferences.
- analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- demonstrate comprehension and apply strategies to write about what is read.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Analyze the author's qualifications, viewpoint, and impact.
- d) Recognize an author's intended purpose for writing and identify the main idea.
- e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) Identify characteristics of expository, technical, and persuasive texts.
- g) Identify a position/argument to be confirmed, disproved, or modified.
- h) Evaluate clarity and accuracy of information.
- i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.
- j) Differentiate between fact and opinion and evaluate their impact.

- k) Analyze ideas within and between selections providing textual evidence.
- l) Use the reading strategies to monitor comprehension throughout the reading process.

Essential Understandings:

All students should:

- understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline.
- understand that text features are created purposefully, are an aid to comprehension, and should be used to locate information.
- understand that an author's credentials and experiences contribute to his viewpoint
- understand author's viewpoint refers to his bias or subjectivity toward the subject; a viewpoint can be positive or negative.
- understand that skilled readers of nonfiction texts and technical documents apply different reading strategies.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- identify and infer the main idea from a variety of complex informational text.
- organize and synthesize information from two texts while maintaining the intended purpose of each original text.
- analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- demonstrate the use of text features to locate information including but not limited to:
 - title page; bolded or highlighted words; index; graphics; charts; and headings.
- analyze organizational patterns to aid in comprehension, including but not limited to:
 - cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization and process; and problem/solution.
- identify an author's position/argument within informational text.
- evaluate the clarity and accuracy of information found in informational texts
- make inferences and draw conclusions from complex informational text.
- demonstrate comprehension and apply strategies to write about what is read.

Strand: Writing

At the ninth-grade level, students will continue to develop as readers and writers. The student will use the recursive writing process while writing in a variety of forms with an emphasis on analysis and persuasion. Students will write persuasively and analytically using evidence from credible sources and organizational patterns to effectively match the intended audience and purpose. Students will be expected to have greater control over the conventions of writing.

Teacher notes:

- Teachers should recognize the difference between teaching writing and assigning writing.
- Teachers should recognize that there is not a required number of paragraphs or prescribed structure. Requiring students to use a prescribed model (i.e. 5 paragraphs) often produces formulaic writing and limits student expression.
- Teachers will model the recursive writing process for students, including the use of anchor texts that would be acceptable to both postsecondary education and the workplace.
- Teachers should refer to examples of writing in mentor texts.
- The focus of writing in ninth grade is persuasion and analysis.
- Teachers should integrate grammar with writing instruction throughout the academic year.
- Teachers should use student writing to teach editing and peer editing skills.
- Teachers should teach students to blend multiple forms of writing and embed narrative techniques.
 - Teachers may want to consult professional publications.
- Teachers should instruct students in the features of the three domains of writing:
 - Composing-focusing on a clear, central idea, providing elaboration, organization, and unity
 - Written Expression- sentence variation, selected information, word choice, voice, and tone
 - Usage/Mechanics- grammar, punctuation, and usage as appropriate for the grade level
- Teachers should utilize writing conferences and portfolios to monitor student progress.
- Teachers should provide the opportunity for students to have practice writing on demand, for shorter time frames, and over extended periods of time.
- Teachers should provide opportunities for student choice with topic, audience, and purpose.

9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan, organize, and write for a variety of audiences and purposes.
- c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- e) Communicate clearly the purpose of the writing using a thesis statement.
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.
- j) Use textual evidence to compare and contrast multiple texts.
- k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.
- l) Revise writing for clarity of content, accuracy, and depth of information.

Essential Understandings:

All students should:

- understand that writing requires a recursive process that includes planning, drafting, revising, editing, and publishing.
- understand that writing should be purposefully crafted with attention to deliberate word choice, precise information and vocabulary.
- understand that voice and tone must be developed with awareness of audience and purpose.
- recognize the importance of maintaining a formal style and objective tone in academic writing.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- use prewriting strategies and organize writing.
- demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical.
- write reflectively to explain and analyze a text, a presentation, an experience, a skill, or event
- Three examples of reflective writing include:
 - Technical – which includes what worked or did not work and why, problem-solving techniques, and theories that were used or tested.
 - Collaborative – which is centered on team dynamics; how everyone worked together and why, and what worked or did not work and why.
 - Individual - What did I learn, how did I learn it, and what could I have done better?
- develop and apply embedded narrative techniques to enhance writing.
- create a thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay.

- use embedded clauses for sentence variety.
- write persuasively organizing reasons logically and effectively.
- analyze sources and determine the best information to support a position/argument.
- utilize credible, current research and expert opinions to support a position/argument.
- identify counterclaims and identify counter-arguments that address claims.
- compare/contrast and select evidence from multiple texts to strengthen a position/argument.
- select and use the organizational pattern(s) to effectively match the intended audience and purpose.
- revise writing for clarity, content, quality of information, and intended audience and purpose

9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use appositives, main clauses, and subordinate clauses.
- c) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- d) Distinguish between active and passive voice.
- e) Use a variety of sentence structures to infuse sentence variety in writing.

Essential Understandings:

All students should:

- understand that grammatical and syntactical choices convey a writer's message.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- differentiate between active and passive voice.
- use parallel structure to when: linking coordinate ideas; comparing or contrasting compare/contrast ideas; and linking ideas with correlative conjunctions.
- use appositives
- distinguish and divide main and subordinate clauses, using commas and semicolons.
- use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses.

Strand: Research

At the ninth-grade level, students will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will evaluate the validity and authenticity of sources, and students will apply research techniques to quote, summarize, paraphrase, and embed findings. In addition, students will learn to cite sources using either MLA or APA style sheet and follow ethical and legal guidelines for gathering and using information. Teachers will encourage the development of research skills that are foundational to effective critical thinking and responsible use of information necessary for success in future postsecondary education and workplace environments.

Teacher Notes:

- Teachers should note that research can be individual, collaborative, cross-curricular, and integrated throughout the year.
- Research products can vary from small informative pieces to large multimodal presentations.
- Teachers will teach students how to embed information correctly into research products.
- Teachers should utilize librarian/media specialist's assistance in teaching the research process.
- Teachers will make students aware of possible consequences of plagiarism.
- Teachers should emphasize giving credit to all sources used when gathering information including music, graphics, and another person's media.
- Teachers will have students demonstrate responsible use of the Internet.

9.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the validity and accuracy of all information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.
- d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

Essential Understandings:

All students should:

- understand the format for citing sources of information.
- understand that using a standard form of documentation legally protects the intellectual property of writers.
- understand that using multiple sources of information produces a more complete understanding of a topic.
- understand that plagiarism is the act of presenting someone else's work as one's own.
- understand to avoid plagiarism, credit must be given when using another person's ideas, opinions, facts, statistics, or graphics.
- understand the purposeful and responsible use of the Internet.

- understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions.
- understand that there are consequences of plagiarism according to the guidelines established by local school divisions and the law.
- understand the ethical issues and responsibility of documentation in research.

Essential Knowledge, Skills, and Processes:

To be successful with this standard, students are expected to:

- use resources, to access, organize, and present information.
- focus the topic by: identifying audience; identifying purpose; combining search terms effectively.
- review research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.
- differentiate between reliable and unreliable resources.
- question the validity and credibility of information:
 - Is the source free from bias? Does the writer have something to gain from his opinion?
 - What is the purpose of the page?
 - Is the information current?
 - Can the information **on the web page be verified?**
 - Does the information contain facts for support?
- avoid plagiarism by:
 - recognizing that one must correctly cite sources to give credit to the author, illustrator, or creator of an original work;
 - recognizing that sources of information must be cited even when the information has been paraphrased; and
 - using quotation marks when someone else exact words are quoted.
- use a current style sheet, such as MLA or APA, to cite sources.