### Concept

A. Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems through:
   - images
   - photos

### Learning Targets

1. Create or modify an image using general software (Microsoft word paint tools, free online software, etc.)

2. Select and apply photographic media:
   - Memory cards
   - Flash devices
   - Digital cameras/phone camera
   - Processes:
     - Software
     - Digital images

3. Summarize copyright laws for digital media as they relate to ethical and legal issues, such as:
   - photography
   - graphics
   - audio
   - text

### Alignments

CCSS: 9-10.RI.1; 11-12.RI.7; 11-12.W.6; 11-12.W.7; 11-12.W.8
Performance: 2.5, 3.3, 3.5, 4.1-4.4, 4.7
Knowledge: (FA) 1,2
VACLE: PP.1.B (HS Level 1)
NETS: 3b; 4; 5a,c,d
DOK: 2
## Instructional Strategies

- Teacher modeling and guidance of software and media
- Modify/manipulate photographs utilizing free online photo editing software and class computers to include:
  - color
  - tints
  - size
  - tone
  - adjustments
  - crop
  - rotation
  - effects options
- Teacher led discussion and student written explanations based on research and analysis of copyright laws for digital photographs

## Assessments/Evaluations

- Create images using scoring guide specifications
- Written analysis of copyright laws

**Mastery: 80%**

## Sample Assessment Questions

- How do digital image adjustments impact copyright laws in reuse of photographs by media?

## Instructional Resources/Tools

- Online resources
- Teacher created handouts
## Literacy Connections

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

## Cross Curricular Connections

- Practical Arts:
  - Digital Photography
  - Personal Computing Skills
  - Computer Applications
  - Graphic Arts
### Concept

B. Communicate ideas about subject matter and themes in photographic artwork created for various purposes

### Learning Targets

1. Create original photographic artworks using the following as subject matter:
   - portrait
   - still life
   - landscape
   - non-objective
   - architecture

### Alignments

- **CCSS:** 9-10.SL.1c,d
- **Performance:** 1.5, 2.4, 2.5
- **Knowledge:** (FA) 1-3
- **VACLE:** PP.3.A (HS level 1)
- **NETS:** 1a-c; 2a; 6a, b, d
- **DOK:** 4
Instructional Strategies

• Teacher modeling and guidance – Student creation of original photography using art principles and elements:
  • related to:
    • subject matter:
      • Portrait
      • Still life
      • Landscape
      • Non-objective
      • Architecture
  • and including additional subjects:
    • Genre/subject matter-context:
      • fashion
      • glamor
      • fine art
      • nature
      • travel
      • photojournalism
      • sports
      • black and white
• Teacher modeling and guidance – Student will communicate and work collaboratively to support individual learning and contribute to the learning of others

Assessments/Evaluations

• Teacher observation
• Scoring guides

Mastery: 80%

Sample Assessment Questions

• Describe how your photographs incorporate non-objective subject matter
# Instructional Resources/Tools

- Online resources
- Teacher created handouts

## Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Cross Curricular Connections

- Journalism
- Basic Design
- Architecture
- Career Connections
- Natural Resources
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product/Performance</th>
<th>Topic</th>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Communicate ideas about subject matter in photographic artworks created for various purposes</td>
<td>1. • Create original photographic artwork that communicates ideas through themes (e.g., identity, power, time, nature, illusion) • Deliver a multimedia presentation using professional: • standards • techniques</td>
</tr>
</tbody>
</table>

**Alignments**
CCSS: 9-10.W.4; 9-10.SL.1.a,c,d; 9-10.SL.2; 9-10.SL.4; 9-10.SL.5
Performance: 1.4, 1.5, 1.8, 4.1, 4.5, 4.8
Knowledge: (FA) 1,2
VACLE: PP.1.C; PP.3.A-C (HS Level 1)
NETS: 1a; 2b; 6a,b,d
DOK: 4
Introduction to Photography

**Instructional Strategies**

- Teacher created handouts and discussion for students to explore various photographic artists’:
  - websites
  - portfolios
to aid in student development of personal digital portfolios:
  - PowerPoint
  - Webpage
- Teacher guidance of research for photographic:
  - techniques
  - principles
  - elements
  - themes
  - such as
    - parts of cars
    - neon signs
    - storms
    - emotions
  as a model for the final product

**Assessments/Evaluations**

- Students will create and organize a portfolio that expresses mastery of art principles and elements within the context of theme
- Oral presentation to include:
  - Portfolio or webpage
  - projects
  - assessed using:
    - teacher observation
    - peer evaluations
    - scoring guide

Mastery: 80%

**Sample Assessment Questions**

- How does your chosen theme help to organize your photographs into an aesthetically-pleasing product?
## Instructional Resources/Tools

- Online resources
- Teacher created handouts

## Literacy Connections

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

## Cross Curricular Connections

- Personal Computing Skills
- Computer Applications
- Graphic Arts
- Basic Design
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements and Principles</th>
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</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Select and Use Elements and Principles</td>
</tr>
</tbody>
</table>

**Concept**

D. Select and use elements and principles of art for their effect in communicating ideas through photographic artwork to:
- communicate ideas
- solve challenging visual art problems

**Learning Targets**

1. Identify and use lines (parallel and perpendicular)
2. Differentiate between geometric, organic (free form) shapes, and illusion of form
3. Identify and use real, invented, and simulated textures
4. Identify and use color value, schemes, monochromatic, and complementary
5. Identify and use range of values including highlights and shadows
6. Identify and use positive/negative space and perspective
7. Differentiate among and use symmetrical (formal) and asymmetrical (informal) and radial balance
8. Identify and create emphasis (focal point)
9. Identify and use variation to create contrast
10. Identify and use elements to create rhythm
11. Explain how elements and principles create unity in Photographic artwork
12. Identify and use realistic proportions
**Instructional Strategies**

- Teacher generated discussion to utilize art elements and principles to create and evaluate photos from content researched on photography/photographer websites
- Teacher led discussion and handouts to introduce art elements and apply to overall composition of photography to include elements of art:
  - Line:
    - diagonals
    - leading lines
  - Shape:
    - naturalistic
    - geometric
  - Form:
    - 3D
  - Texture:
    - rough/smooth
    - soft/hard
  - Color:
    - hue
    - value
    - saturation
  - Value:
    - light
    - dark
• Space:
  • positive/negative
  • contrast
  • proportion
  • scale

• Teacher guidance to assist students in creating final product while applying and analyzing each art principle to include:
  • Balance:
    • arrangement
    • symmetrical/asymmetrical
  • Emphasis:
    • focal point
  • Contrast:
    • light/dark
    • warm/cool
  • Movement:
    • shows action
    • directs viewers eye
  • Pattern
  • Rhythm:
    • variety
    • repetition
  • Unity:
    • elements connected as part of the whole

• Teacher guidance and handouts in incorporating additional compositional qualities of art and photography, to include:
  • mood
  • rule of thirds
  • aesthetics
  • perspective (bird’s/worm’s eye)
  • framing (natural frames)
# Assessments/Evaluations

- Student and teacher critiques (verbal and written)
- Scoring guides
- Project based learning
- Test/quizzes

Mastery: 80%

## Sample Assessment Questions

- How important are elements and principles to creating works of art in photography?

## Instructional Resources/Tools

- Online resources
- Teacher created handouts

## Literacy Connections

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc
- Use geometric shapes, their measures, and their properties to describe objects
## Cross Curricular Connections

- Math: Geometry – geometric figures
- Practical Arts:
  - Digital Photography
  - Personal Computing Skills
  - Computer Applications
  - Graphic Arts
  - Basic Design
## Concept

E. Investigate the nature of art and discuss responses to photographic artworks utilizing art:
   - elements
   - principles

## Learning Targets

1. Discuss personal beliefs about the nature of art
2. Define aesthetics as the branch of philosophy that deals with the nature and value of art
3. Discuss and develop answers to questions about art such as:
   - What is art?
   - Why do responses vary?
   - Who decides what makes a photographic artwork special, valuable, or good?

## Alignments:

Performance: 1.6, 3.4, 3.5
Knowledge: (FA) 2,3
VACLE: HC.1.B (HS Level 1)
NETS: 2b; 4c,d
DOK: 3

## Instructional Strategies

- Teacher led discussion to aid students in interpreting the meaning of various photographs, including:
  - emotions expressed
  - elements/principles used
  - societal/cultural influence
  - real/idealized image of life
  - theme
  - symbolism
  - mood/theme
  - symbol/metaphor
  - artist’s intention/purpose/meaning
  - message communicated
### Assessments/Evaluations

- **Student critiques/feedback:**
  - Verbal
  - Written
- **Teacher:**
  - Observation
  - Created scoring guide

Mastery: 80%

### Sample Assessment Questions

- What does an artistic photo mean to you?

### Instructional Resources/Tools

- Online resources
- Teacher created handouts

### Literacy Connections

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
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</thead>
<tbody>
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<td>Philosophy</td>
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<tr>
<td>Sociology</td>
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<td>Psychology</td>
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<td>Intercultural Communication</td>
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<td>History</td>
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<tr>
<td>Strand</td>
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<td>--------------</td>
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<tr>
<td>Topic</td>
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</tbody>
</table>

**Concept**

F. Analyze and evaluate art using art vocabulary associated with:
   - art
   - photography

**Learning Targets**

1. With one photographic artwork, describe photographic artwork: Analyze the use of elements and principles in the work
   - Interpret the meaning of the work (subject, theme, symbolism, message communicated)
   - Judge the work from various perspectives
   - Show a real or idealized image of life (Imitationalism)
   - Express feelings (Emotionalism/Expressionism)
   - Emphasis on elements and principles (Formalism)
   - Serving a purpose in the society or culture (Functionalism)
   - Explain photographic terms while analyzing photographs

**Alignments:**

CCSS: 9-10.RI.1; 9-10.W.2; 9-10.W.4; 9-10.SL.1c,d
Performance: 1.5, 1.10
Knowledge: (FA) 3
VACLE: AP.2.A (HS Level 1)
NETS: 4a,c
DOK: 2
### Instructional Strategies

- Teacher led discussion and modeling to aid student in identification of correct vocabulary terms related to photographic images including:
  - elements and principles of art
  - photography
  - light
  - shadow
  - focus
  - framing
  - cropping
  - background
  - foreground
  - viewpoint
  - focal point
  - angle
  - resolution
  - dominance
  - depth
  - variety
  - angle
  - composition

### Assessments/Evaluations

- Written responses with project scoring guide
- Completed analysis of photographic artwork
- Explanations with correct terminology in analysis and evaluation of photos

Mastery: 80%

### Sample Assessment Questions

- What does the photo symbolize and how does it impact the viewer?
**Instructional Resources/Tools**

- Online resources
- Teacher created handouts

**Literacy Connections**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively
  - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented

**Cross Curricular Connections**

- Practical Arts:
  - Digital Photography
  - Personal Computing Skills
  - Computer Applications
  - Graphic Arts
  - Basic Design
- Intercultural Communication
- Philosophy
- Sociology
- Psychology
- Archeology
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<tr>
<th>Strand</th>
<th>Interdisciplinary Connections</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Connecting Visual Arts to Performing Arts and Non-Art Subjects</td>
</tr>
<tr>
<td><strong>Concept</strong></td>
<td>G. Make interdisciplinary connections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Targets</strong></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>• Connect meaning of elements in art with terms in music, theatre, or dance</td>
</tr>
<tr>
<td>• Explain how historical events and social ideas are reflected in photographic artworks from selected cultures or historical time periods</td>
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<thead>
<tr>
<th>Alignments:</th>
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<tbody>
<tr>
<td>CCSS: 9-10.RI.4; 9-10.RI.7; 9-10.W.2; 9-10.W.4; 9-10.W.7; 9-10.W.8; 9-10.W.9; 9-10.SL.1.a,c,d; 9-10.SL.4</td>
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<tr>
<td>Performance: 1.6, 2.4</td>
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<tr>
<td>Knowledge: (FA) 4</td>
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<tr>
<td>VACLE: IC.1.A (HS Level 1)</td>
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<tr>
<td>NETS: 4c,d</td>
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<td>DOK: 4</td>
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<table>
<thead>
<tr>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teacher led discussion and modeling to assist students in making connections between:</td>
</tr>
<tr>
<td>• historical events</td>
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<tr>
<td>• social ideas</td>
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<tr>
<td>reflected in photography from historical time periods through teacher observation</td>
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<thead>
<tr>
<th>Assessments/Evaluations</th>
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</thead>
<tbody>
<tr>
<td>• Participate in verbal and written:</td>
</tr>
<tr>
<td>• discussions</td>
</tr>
<tr>
<td>• critiques</td>
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<tr>
<td>utilizing teacher generated scoring guide</td>
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Mastery: 80%

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do elements in visual arts connect to other arts and non-art disciplines?</td>
</tr>
</tbody>
</table>
Instructional Resources/Tools

- Online resources
- Teacher created handouts

Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
### Cross Curricular Connections

- Music
- Theatre
- Dance
- History
- Philosophy
- Sociology
- Psychology
- Archeology
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Characteristics of Artworks</td>
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<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Understand the role and functions of photography in:</td>
<td></td>
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<tr>
<td>• history</td>
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<tr>
<td>• culture</td>
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<thead>
<tr>
<th>Alignments:</th>
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<tbody>
<tr>
<td>CCSS: 9-10.RI.4; 9-10.RI.7; 9-10.W.2; 9-10.W.4; 9-10.W.7; 9-10.W.8; 9-10.W.9; 9-10.SL.1.a,c,d; 9-10.SL.4</td>
</tr>
<tr>
<td>Performance: 1.6, 1.9</td>
</tr>
<tr>
<td>Knowledge: (FA) 5</td>
</tr>
<tr>
<td>VACLE: HSPC.1.A (HS level 1)</td>
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<tr>
<td>NETS: 2c</td>
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<tr>
<td>DOK: 4</td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Teacher led discussion and online visual aids to aid students in identifying and critiquing works from various time periods to include:
  - place
  - photographer
  - subject matter
  - theme
  - material/technology
  - cultural/societal beliefs
- Teacher modeling and student analysis of the impact of:
  - time
  - place
  - culture
  on photography
### Assessments/Evaluations

- Peer and teacher critiques:
  - Verbal
  - Written
- Scoring guide provided by the teacher

Mastery: 80%

### Sample Assessment Questions

- How might societal beliefs impact the choices a photographer makes?

### Instructional Resources/Tools

- Online resources
- Teacher created handouts

### Literacy Connections

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

### Cross Curricular Connections

- History
- Intercultural Communication
- Archeology
- Philosophy
- Sociology
- Psychology