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English 9

Instructional Units Plan

Instructional Units Plan English 9

This set of plans presents the topics and selected ACT Course Standards for ACT's rigorous English 9 course. The topics and standards are arranged in seven units by suggested instructional sequence. Unit 1 is a Model Instructional Unit developed by ACT that illustrates exemplary practice and shows how the Course Standards are best connected to classroom instruction. Teachers can use the *Guidelines for Developing an Instructional Unit* to develop additional instructional units based on the topics listed in this document.

Unit No.	Unit Topic
1	Introduction to English 9: Life at the Crossroads
2	Introduction to Research: Living with Change
3	<i>To Kill a Mockingbird</i>
4	Poetry
5	<i>Odyssey</i>
6	<i>Romeo and Juliet</i>
7	Media

Unit 1
Introduction to English 9: Life at the Crossroads

ACT Course Standards

Unit 1 Introduction to English 9: Life at the Crossroads	
A.1. Reading Across the Curriculum	a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
	b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck’s novel <i>Of Mice and Men</i> and Dorothea Lange’s photographs)
A.5. Author’s Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison’s novel <i>The Bluest Eye</i>)
	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	d. Use context clues (e.g., author’s restatement, example) to understand unfamiliar words in increasingly challenging texts
	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	c. Revise, refine, edit, and proofread own and others’ writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
	f. Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters

Unit 1 Introduction to English 9: Life at the Crossroads (continued)	
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	b. Use a variety of sentence structures to vary pace and to support meaning
	f. Use strong action verbs, sensory details, vivid imagery, and precise words
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
D.2. Application	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
	d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

Unit 2
Introduction to Research: Living with Change

ACT Course Standards

Unit 2 Introduction to Research: Living with Change	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)
A.5. Author’s Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
	h. Identify the author’s stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product
B.2. Modes of Writing for Different Purposes and Audiences	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
B.3. Organization, Unity, and Coherence	c. Add important information and delete irrelevant information to more clearly establish a central idea
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
	c. Make subject and verb agree in number, even when there is some text between the subject and verb

Unit 2 Introduction to Research: Living with Change (continued)	
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
	d. Compile and organize the important information to support central ideas, concepts, and themes
	e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
	f. Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines
D.1. Comprehension and Analysis	a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
D.2. Application	a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork

Unit 3
To Kill a Mockingbird

ACT Course Standards

Unit 3 <i>To Kill a Mockingbird</i>	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	b. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck’s novel <i>Of Mice and Men</i> and Dorothea Lange’s photographs)
A.5. Author’s Voice and Method	c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
	d. Identify, analyze, and evaluate the author’s use of parallel plots and subplots in increasingly challenging texts
	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	f. Analyze an author’s implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck’s novel <i>Of Mice and Men</i>)
A.6. Persuasive Language and Logic	b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions
	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison’s novel <i>The Bluest Eye</i>)
A.8. Words and Their History	b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts

Unit 3 <i>To Kill a Mockingbird</i> (continued)	
B.1. Writing Process	<p>b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)</p> <p>d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product</p>
B.2. Modes of Writing for Different Purposes and Audiences	b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
B.3. Organization, Unity, and Coherence	<p>a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p>
B.4. Sentence-Level Constructions	c. Use parallel structure to present items in a series and items juxtaposed for emphasis
B.5. Conventions of Usage	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
D.1. Comprehension and Analysis	<p>a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions</p> <p>c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts</p>
D.2. Application	<p>f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings</p> <p>g. Actively participate in small-group and large-group discussions, assuming various roles</p>

**Unit 4
Poetry**

ACT Course Standards

Unit 4 Poetry	
A.2. Reading Strategies	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	<p>a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)</p> <p>d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)</p>
A.5. Author's Voice and Method	<p>a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts</p> <p>b. Distinguish between author and narrator/speaker/persona in increasingly challenging texts</p> <p>e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts</p> <p>g. Describe what makes an author's style distinct from the styles of others</p> <p>h. Identify the author's stated or implied purpose in increasingly challenging texts</p>
A.7. Literary Criticism	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	<p>b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts</p> <p>e. Comprehend foreign words and phrases in texts that are commonly used in English</p> <p>h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts</p>
B.2. Modes of Writing for Different Purposes and Audiences	<p>a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect</p> <p>d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text</p>
B.3. Organization, Unity, and Coherence	<p>a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing</p> <p>b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence</p> <p>c. Add important information and delete irrelevant information to more clearly establish a central idea</p>
B.4. Sentence-Level Constructions	<p>a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity</p> <p>c. Use parallel structure to present items in a series and items juxtaposed for emphasis</p> <p>d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice</p> <p>e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose</p> <p>f. Use strong action verbs, sensory details, vivid imagery, and precise words</p>

Unit 4 Poetry (continued)	
B.5. Conventions of Usage	e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)

**Unit 5
Odyssey**

ACT Course Standards

Unit 5 <i>Odyssey</i>	
A.2. Reading Strategies	d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
A.3. Knowledge of Literary and Nonliterary Forms	a. Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
	b. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
A.4. Influences on Texts	b. Describe archetypal images used in literature and film (e.g., the portrayal of Curley’s wife in John Steinbeck’s novel <i>Of Mice and Men</i> as the biblical Eve)
A.8. Words and Their History	a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles’ heel) in increasingly challenging texts
	g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
B.2. Modes of Writing for Different Purposes and Audiences	b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
	e. Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
	b. Use a variety of sentence structures to vary pace and to support meaning
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
B.6. Conventions of Punctuation	b. Use punctuation correctly within sentences and words
	c. Demonstrate correct use of capitalization
D.1. Comprehension and Analysis	b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
E. Study Skills and Test Taking	c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)

Unit 6
Romeo and Juliet

ACT Course Standards

Unit 6 <i>Romeo and Juliet</i>	
A.2. Reading Strategies	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	b. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
	c. Read dramatic literature (e.g., <i>Our Town</i> , <i>Romeo and Juliet</i>) and analyze its conventions to identify how they express a writer's meaning
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel <i>Of Mice and Men</i> and Dorothea Lange's photographs)
A.6. Persuasive Language and Logic	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison's novel <i>The Bluest Eye</i>)
	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles' heel) in increasingly challenging texts
	g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
B.5. Conventions of Usage	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words

Unit 6 *Romeo and Juliet* (continued)

D.2. Application	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources

**Unit 7
Media**

ACT Course Standards

Unit 7 Media	
A.1. Reading Across the Curriculum	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
A.5. Author's Voice and Method	e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
	f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck's novel <i>Of Mice and Men</i>)
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
	d. Distinguish between fact and opinion, basing judgments on evidence and reasoning
A.8. Words and Their History	h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
B.4. Sentence-Level Constructions	a. Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
	e. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
B.5. Conventions of Usage	a. Correctly spell commonly misspelled/confused words
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
C. Research	a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
	c. Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
D.1. Comprehension and Analysis	b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
	c. Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
	d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event

Unit 7 Media (continued)	
D.2. Application	b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings