



Alignment Document

State of Michigan And Aventa Learning English 3

English 3 2005-2007 Benchmark Blueprint

State Standard Number	State Standard Area / Description	Unit Name	Course Topic Description
1	Writing, Speaking, and Visual Expression		
1.1	Understand and practice writing as a recursive process.		
CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Research	Research Topic and Process
		Research	Research Paper Drafting
CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	New Nation	Composition
		Research	Research Topic and Process
CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).	Introduction	Introductory Discussion
		New Nation	Composition
		Research	Reflection and Enrichment
		Modern Voices	Composition



CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Introduction	Course Design
		Introduction	Diagnostic Assignment
		New Woman	Composition
		Poetry of Song Lyrics	Composition
		Modern Era	Composition
		Independent Project	Composition
		New Directions	Composition
		Harlem Renaissance	Composition
		Research	Research Topic and Process
		Death of a Salesman	Composition
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.	Research	Research Topic and Process
		Research	Research Paper Drafting
		Realism	Communication Skills
		Introduction	Course Design
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Modern Voices	Language and Literature Skills
CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.	New Directions	Composition
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	New Directions	Composition
1.2	Use writing, speaking, and visual expression for personal understanding and growth.		
CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.	The Transcendentalists	Thinking Skills



AVENTA LEARNING

CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).	Death of a Salesman	Reflection and Enrichment
CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).	New Nation	Composition
CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Independent Project	Thinking Skills
1.3	Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).		
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Introduction	Diagnostic Assignment
		Poetry of Song Lyrics	Composition
		New Directions	Composition
		New Woman	Composition
		Harlem Renaissance	Composition
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.	Introduction	Diagnostic Assignment
		New Woman	Composition
		Harlem Renaissance	Composition
		Harlem Renaissance	Thinking Skills
		New Directions	Composition



		Modern Era	Thinking Skills
		Modern Era	Composition
		Death of a Salesman	Composition
		Research	S1a-Purpose
		Research	Thinking Skills
		Poetry of Song Lyrics	Composition
		Independent Project	Composition
CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.	New Directions	Composition
		Death of a Salesman	Composition
		New Woman	Composition
		Poetry of Song Lyrics	Composition
		Modern Era	Composition
		Independent Project	Composition
		Introduction	Diagnostic Assignment
		Harlem Renaissance	Composition
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Introduction	Course Design
		Modern Era	Thinking Skills
		Research	Thinking Skills
		Research	Research Topic and Process
		Research	Research Paper Drafting
		Harlem Renaissance	Thinking Skills
CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	Death of a Salesman	Thinking Skills



CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	Research	Research Paper Drafting
		Realism	Communication Skills
		Research	Research Topic and Process
		Introduction	Course Design
CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.	New Woman	Literature
CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).	Realism	Literature
		Poetry of Song Lyrics	Literature
		Poetry of Song Lyrics	Composition
		New Woman	Literature
		Death of a Salesman	Literature
		Independent Project	Thinking Skills
		The Transcendentalists	Composition
		Modern Voices	Literature
CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Independent Project	Composition
1.4	Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.		



AVENTA LEARNING

CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.	Research	Research Topic and Process
		Research	Objectivity
CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.	Research	Research Topic and Process
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).	Research	Research Topic and Process
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.	Research	Research Topic and Process
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	New Directions	Composition
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).	New Woman	Thinking Skills
CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).	Research	Research Topic and Process



1.5	Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g., poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).		
CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	New Woman	Composition
		Harlem Renaissance	Composition
		Poetry of Song Lyrics	Thinking Skills
		New Nation	Composition
CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	Modern Voices	Composition
CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	Modern Voices	Composition
		New Directions	Composition
		Realism	Communication Skills
		Research	Research Paper Drafting
CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).	Independent Project	Composition
CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Realism	Communication Skills



2	Reading, Listening, and Viewing		
2.1	Develop critical reading, listening, and viewing strategies.		
CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Research	Research Topic and Process
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.	New Directions	Thinking Skills
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	Realism	Literature
CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	Modern Era	Thinking Skills
		Harlem Renaissance	Thinking Skills
		Research	Thinking Skills
		Modern Voices	Language and Literature Skills
		Modern Voices	Composition
		Realism	Communication Skills



AVENTA LEARNING

CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	The Transcendentalists	Thinking Skills
		New Directions	Thinking Skills
		Death of a Salesman	Thinking Skills
		Independent Project	Thinking Skills
CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Realism	Communication Skills
		Modern Voices	Language and Literature Skills
		Modern Voices	Composition
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	The Transcendentalists	Literature
		The Transcendentalists	Composition
		Research	Research Topic and Process
CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.		
CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.		
CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.		



CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.		
CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).		
2.2	Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).		
CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Independent Project	Thinking Skills
CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Independent Project	Thinking Skills
CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Realism	Literature
		Realism	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Historical Perspective
		New Woman	Historical Perspective
		Death of a Salesman	Historical Perspective
		New Directions	Historical Perspective
		Modern Era	Historical Perspective
		Modern Voices	Literature
		Poetry of Song Lyrics	Historical Perspective



2.3	Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.		
CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Research	Research Topic and Process
CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	Death of a Salesman	Literature
		The Transcendentalists	Literature
CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).	New Directions	Literature
		Poetry of Song Lyrics	Composition
		Poetry of Song Lyrics	Literature
		New Woman	Literature
		Harlem Renaissance	Literature
CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Research	Research Topic and Process
CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Realism	Literature
CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	New Nation	Reflection and Enrichment
		The Transcendentalists	Reflection and Enrichment
		New Directions	Reflection and Enrichment
		Realism	Reflection and Enrichment
		Modern Era	Reflection and Enrichment
		Harlem Renaissance	Reflection and Enrichment
		Death of a Salesman	Reflection and Enrichment
		Modern Voices	Reflection and Enrichment
		Poetry of Song Lyrics	Reflection and Enrichment



CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).		
CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Realism	Literature
3	Literature and Culture		
3.1	Develop the skills of close and contextual literary reading.		
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	New Directions	Literature
		Modern Era	Language and Literature Skills
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Death of a Salesman	Language and Literature Skills
		Harlem Renaissance	Language and Literature Skills
		Harlem Renaissance	Literature
		Harlem Renaissance	Composition
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	New Nation	Language and Literature Skills
		New Woman	Language and Literature Skills
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	Realism	Language and Literature Skills



CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.	Realism	Literature
		Realism	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Historical Perspective
		New Woman	Historical Perspective
		Death of a Salesman	Literature
		New Directions	Historical Perspective
		Modern Era	Historical Perspective
		Poetry of Song Lyrics	Historical Perspective
CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Harlem Renaissance	Literature
CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Realism	Literature
		Realism	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Historical Perspective
		New Woman	Historical Perspective
		Poetry of Song Lyrics	Historical Perspective
		New Directions	Historical Perspective
		Modern Era	Historical Perspective
CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Independent Project	Composition
		Death of a Salesman	Literature
CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Harlem Renaissance	Composition
		Harlem Renaissance	Literature
CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	Modern Voices	Composition



3.2	Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).		
CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.	Harlem Renaissance	Literature
		Modern Voices	Literature
CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.	New Directions	Literature
		New Directions	Language and Literature Skills
		Poetry of Song Lyrics	Literature
		Poetry of Song Lyrics	Language and Literature Skills
		Modern Era	Literature
		Modern Voices	Literature
CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Death of a Salesman	Language and Literature Skills
CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Death of a Salesman	Literature
		Independent Project	Thinking Skills
		The Transcendentalists	Composition
		Modern Voices	Literature
		Realism	Literature
		Poetry of Song Lyrics	Literature
		Poetry of Song Lyrics	Composition
		New Woman	Literature



CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Harlem Renaissance	Composition
		Harlem Renaissance	Literature
3.3	Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.		
CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.	New Directions	Historical Perspective
		New Directions	Literature
		New Woman	Historical Perspective
		New Woman	Literature
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Composition
		Death of a Salesman	Literature
		Death of a Salesman	Historical Perspective
		Poetry of Song Lyrics	Literature
		Poetry of Song Lyrics	Historical Perspective
		New Nation	Historical Perspective
		Modern Voices	Historical Perspective
		Modern Voices	Literature
		Independent Project	Historical Perspective
		Independent Project	Composition
		The Transcendentalists	Historical Perspective
		The Transcendentalists	Literature
		Realism	Historical Perspective
		Realism	Literature
		Modern Era	Historical Perspective
		Modern Era	Literature



AVENTA LEARNING

CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	The Transcendentalists	Literature
		The Transcendentalists	Historical Perspective
		Realism	Literature
		Realism	Historical Perspective
		Modern Era	Literature
		Modern Era	Historical Perspective
		Death of a Salesman	Historical Perspective
		Death of a Salesman	Literature
		Poetry of Song Lyrics	Historical Perspective
		Poetry of Song Lyrics	Literature
		New Directions	Historical Perspective
		New Directions	Literature
		New Woman	Historical Perspective
		New Woman	Literature
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		Harlem Renaissance	Composition
		New Nation	Historical Perspective
		Modern Voices	Historical Perspective
		Modern Voices	Literature
		Independent Project	Historical Perspective
		Independent Project	Composition
CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).	New Woman	Literature
CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.	The Transcendentalists	Historical Perspective
		The Transcendentalists	Literature
		Realism	Historical Perspective
		Realism	Literature
		Modern Era	Historical Perspective
		Modern Era	Literature
		Harlem Renaissance	Composition
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		Modern Voices	Literature
		Modern Voices	Historical Perspective



		Independent Project	Composition
		Independent Project	Historical Perspective
		Death of a Salesman	Historical Perspective
		Death of a Salesman	Literature
		Poetry of Song Lyrics	Historical Perspective
		Poetry of Song Lyrics	Literature
		New Directions	Historical Perspective
		New Directions	Literature
		New Woman	Historical Perspective
		New Woman	Literature
		New Nation	Historical Perspective
CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.		
CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).		
3.4	Examine mass media, film, series fiction, and other texts from popular culture.		
CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Death of a Salesman	Literature
CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Independent Project	Historical Perspectives
CE 3.4.3	Understand the ways people use media in their personal and public lives.		
CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	The Transcendentalists	Historical Perspective
		New Woman	Historical Perspective
		Death of a Salesman	Historical Perspective

		New Directions	Historical Perspective
		Modern Era	Historical Perspective
		Modern Voices	Historical Perspective
		Modern Voices	Literature
		Realism	Historical Perspective
		Realism	Literature
		Harlem Renaissance	Historical Perspective
		Harlem Renaissance	Literature
		New Nation	Historical Perspective
		Poetry of Song Lyrics	Historical Perspective
4	Language		
4.1	Understand and use the English language effectively in a variety of contexts and settings.		
CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	The Transcendentalists	Reflection and Enrichment
		Modern Voices	Composition
		Poetry of Song Lyrics	Literature
CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).	Realism	Literature
CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	Harlem Renaissance	Literature
		Modern Voices	Composition
		Poetry of Song Lyrics	Literature
CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Modern Voices	Composition
CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	New Nation	Language and Literature Skills
		Modern Voices	Language and Literature Skills



AVENTA LEARNING

4.2	Understand how language variety reflects and shapes experience.		
CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).	Independent Project	Historical Perspective
CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).	Harlem Renaissance	Composition
CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.	Modern Era	Composition
CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).	Harlem Renaissance	Composition
CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.	New Directions	Thinking Skills