SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.4 b	**1. Provide a summary of the text.**	**"The Necklace"** by Guy de Maupassant
9.4 c	**2. Identify the differing characteristics that distinguish literary forms:** ➢ narrative; novel; short story; and allegory.	➢ Holt *Elements of Literature: Third Edition*, pp. 160-168 ➢ Holt *Adapted Reader*, pp. 36-43 ➢ **"When Appearances Are Deceiving"** by Gabriel M. Gelb and Betsy D. Gelb http://online.wsj.com/article/SB119620279886105742.html
9.4 a, e, j	**3. Explain the relationships between and among the elements of literature:** ➢ protagonist and other characters; plot; setting; conflict; tone; point of view (first person, third limited, third omniscient); theme; speaker; and narrator.	**"The Cask of Amontillado"** by Edgar Allan Poe ➢ Holt *Elements of Literature: Third Edition*, pp. 173-179 ➢ Pacemaker Classics: Tales of Edgar Allan Poe ISBN 0835910695 ➢ Holt *Adapted Reader*, pp. 44-49 ➢ http://www.poemuseum.org ➢ http://vimeo.com/2870690
9.4 e, j	**4. Analyze the techniques used by an author to convey information about a character:** ➢ direct characterization; indirect characterization; actions and interactions; dialogue; physical appearance; and thoughts.	➢ http://www.youtube.com/watch?v=LBC7Rown13Q ➢ http://www.youtube.com/watch?v=RuS2pkzy1Mk ➢ **"Poe's Final Days;" "Poe's Death Is Rewritten as Case of Rabies, Not Telltale Alcohol;" "If Only Poe Had Suceeded When He Said Nevermore to Drink;" and "Rabies Death Theory"** Holt *Elements of Literature: Third Edition*, pp. 184-190
9.4 e	**5. Analyze character types:** ➢ dynamic/round; static/flat; stereotype.	➢ **"Edgar Allan Poe"** http://encyclopediavirginia.org/poe_edgar_allan_1809-1849
9.4 e	**6. Analyze the use of plot structure to advance action:** ➢ conflict; resolution; climax; and subplots.	➢ **"Fact or Fiction: A Quiz for Debunking Myths!"** http://www.poemuseum.org/students-fact-or-fiction.php; print version
9.4 f, j	**7. Identify types of figurative language and other devices:** ➢ simile; metaphor; personification; analogy; symbolism; allusion; and imagery.	➢ **"Entombed Alive!"** by Joe Nickell http://www.csicop.org/si/show/entombed_alive/ ➢ **"Detecting Deception"** by Rachel Adelson http://www.apa.org/monitor/julaug04/detecting.aspx **"The Sniper"** by Liam O'Flaherty
9.4 h	**8. Identify and analyze an author's presentation of literary content by the use of structuring techniques:** ➢ dialogue; foreshadowing; flashback; parallel plots; and subplots and multiple story lines.	➢ Holt *Elements of Literature: Third Edition*, pp. 211-217 ➢ Holt *Reader*, pp. 108-120 ➢ **"A Country Divided," "Lives in the Crossfire," "Internment," "Peace Isn't Possible"** Holt *Elements of Literature: Third Edition*, pp. 231-243
9.4 h, l, k	**9. Identify and analyze an author's use of diction and syntax to convey ideas and content:** ➢ style; connotation and denotation; irony (dramatic, verbal, situational); and dialect.	**"The Interlopers"** by Saki (Hector Hugh Munro) ➢ Holt *Elements of Literature: Third Edition*, pp. 150-157 ➢ Holt *Reader*, pp. 80-91 ➢ Holt *Adapted Reader*, pp. 30-35
9.4 l	**10. Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**	**"The Scarlet Ibis"** by James Hurst ➢ Holt *Elements of Literature: Third Edition*, pp. 342-356 ➢ Holt *Reader*, pp. 166-186

9.4 m	**11. Use reading strategies to monitor comprehension throughout reading process.**	**"The Lady or the Tiger"** by Frank Stockton
		➤ Holt *Elements of Literature: Third Edition*, pp. 297-305
		➤ Holt *Adapted Reader*, pp. 70-75
		➤ http://www.youtube.com/watch?v=kA9Qxs9YsU0
9.5 a	**12. Identify and infer the main idea from a variety of complex informational text.**	**"A Sound of Thunder"** by Ray Bradbury
		➤ Holt *Elements of Literature: Third Edition*, pp. 499-509
9.5 a	**13. Explain author's purpose in informational text.**	➤ Holt *Reader*, pp. 220-239
		➤ http://www.youtube.com/watch?v=yTmKsKhMcIg&feature=related
9.5 a, b	**14. Identify and summarize essential details that support the main idea of informational text.**	➤ **"The Meaning of the Butterfly"** by Peter Dizikes http://www.boston.com/bostonglobe/ideas/articles/2008/06/08/the_meaning_of_the_butterfly/?page=full
9.5 g, h	**15. Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.**	➤ **"8 Weird Statistics about Everyday Life"** by Natalie Wolchover http://www.livescience.com/33657-8-weird-statistics.html
		"The Red-headed League" by Arthur Conan Doyle
9.5 d	**16. Analyze text structures (organizational pattern), including:** ➤ cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process.	➤ http://etext.virginia.edu/etcbin/toccer-new2?id=DoyHead.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=1&division=div1
		➤ Pacemaker Classics: Adventures of Sherlock Holmes (RL4) ISBN 0835935922
		➤ http://www.youtube.com/watch?v=f00srgxV9_w
9.5 c	**17. Demonstrate the use of text features to locate information, such as:** ➤ **title page; bolded or highlighted words; index; graphics; charts; and headings**	➤ **"DNA Reveals Neanderthal Redheads"** by Steve Bradt http://www.freerepublic.com/focus/f-news/2018955/posts
		➤ **"Redheads feel a different kind of pain"** by Thomas Hoffman http://sciencenordic.com/redheads-feel-different-kind-pain
9.5 e	**18. Identify an author's position /argument within informational text.**	**"The Most Dangerous Game"** by Richard Connell
		➤ Holt *Elements of Literature: Third Edition*, pp. 5-22
9.5 c	**19. Examine text structures to aid comprehension and analysis of complex, informational texts.**	➤ Holt *Reader*, pp. 4-37
		➤ **"Wounded and Trapped"** by Ernie Pyle Holt Elements of Literature: Third Edition, pp. 605-606
		"A Christmas Memory" by Truman Capote
		➤ Holt *Elements of Literature: Third Edition*, pp. 50-60
		"Thank You, M'am" by Langston Hughes
		➤ Holt *Elements of Literature: Third Edition*, pp. 86-90
		The House on Mango Street by Sandra Cisneros
		➤ http://www.youtube.com/watch?v=0Pyf89VsNmg
		Of Mice and Men by John Steinbeck
		➤ http://www.swisseduc.ch/english/readinglist/steinbeck_john/mice/
		➤ http://www.swisseduc.ch/english/maps/usa/california.html
		➤ http://www.youtube.com/watch?v=I7pyXEfRArE

		> **"Man, the Militant"** http://newdeal.feri.org/magpie/docs/3701p75.htm
		The Old Man and the Sea by Ernest Hemingway

READING FOCUS: SHORT STORIES with NONFICTION PAIRINGS

WRITING FOCUS: NARRATIVE, ANALYSIS, COMPARISON/CONTRAST

VOCABULARY

GRAMMAR

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.7 a	**1. Review and identify the parts of speech.**	Holt *Handbook:Third Course*, ch.1-2
9.7 a	**2. Apply rules for sentence development, including:** > subject/verb; direct object; indirect object; predicate nominative; and predicate adjective.	http://go.hrw.com/eolang/ http://eslus.com/LESSONS/GRAMMAR/POS/pos.htm Holt *Elements of Language: Third Course*, ch.12-13
9.7 a	**3. Identify and appropriately use coordinating conjunctions: for, and, nor, but, or, yet, and so (FANBOYS).**	http://go.hrw.com/activities/frameset.html?main=16587.html http://go.hrw.com/activities/frameset.html?main=16590.html http://www.aracademicskillbuilders.com/games/invasion/invasion.html
9.7 b	**4. Use parallel structure when:** > linking coordinate ideas; comparing or contrasting ideas; and linking ideas with correlative conjunctions: both…and, either…or, neither…nor, not only…but also.	http://www.chompchomp.com/menu.htm

RESEARCH & MEDIA LITERACY

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.1 a, b	**1. Incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations.**	Mini-Research Projects ➢ *Of Mice & Men* Dorothea Lange's "Migrant Mother" Photographs in the farm Security Administration Collection: An Overview http://www.loc.gov/rr/print/list/128_migm.html
9.1 b, c	**2. Use examples from their knowledge and experience to support the main ideas of their oral presentation.**	Migrant Workers: Imperial Valley, California, February and March 1937 – Resettlement Administration, Lot 345 http://memory.loc.gov/ammem/fsahtml/fachap03.html ➢ *The Old Man and the Sea*
9.1 d	**3. Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose.**	➢ "Using Print and Electronic Sources" Holt *Elements of Language: Third Course,* p.823-830
9.1 e	**4. Demonstrate nonverbal techniques including eye contact, facial expressions, gestures, and stance and verbal techniques including appropriate tone, diction, articulation, and clarity.**	➢ "Evaluating Web Pages" http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html ➢ "Research and Citation Sources" http://owl.english.purdue.edu/owl/section/2/ ➢ "What is Plagiarism?" http://www.plagiarism.org/ http://www.wishtv.com/dpp/news/local/hamilton_county/plagiarism-case-threatens-graduation
9.8 a	**5. Use Internet resources, electronic databases, and other technology to access, organize, and present information.**	
9.8 b	**6. Focus topic by:** ➢ Identifying audience, purpose, and useful search terms; and combining search terms effectively.	
9.8 c, d	**7. Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.**	
9.1 g 9.8 f, h	**8. Avoid plagiarism by:** ➢ Understanding that plagiarism is the act of presenting someone else's ideas as one's own; recognizing that one must correctly cite sources to give credit to the author of an original work; recognizing that sources of information must be cited even when the information has been paraphrased; and using quotation marks when someone else's exact words are quoted.	

9.8 f	9. Distinguish one's own ideas from information created or discovered by others.
9.8 g	10. Use a style sheet, such as **MLA** or **APA**, to cite sources.
9.8 i, l	11. Collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.

Virginia Department of Education English SOL Resources

Teacher Direct

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.4 b	**1. Provide a summary of the text.**	***The Odyssey*** by Homer
9.4 c	**2. Identify the differing characteristics that distinguish literary forms:** ➢ Poetry: epic, ballad, lyric, elegy, ode. ➢ Narrative: myth.	➢ Holt *Elements of Literature: Third Edition*, pp. 649-709 ➢ Holt *Adapted Reader*, pp. 108-125 (Part 1) ➢ Holt *Adapted Reader*, pp. 126-143 (Part 2) ➢ Pacemaker Classics: The Odyssey (RL4) ISBN 0835935892 ➢ **"An Introduction to the Odyssey"** by David Adams Leeming
9.4 a, e, j	**3. Explain the relationships between and among the elements of literature:** ➢ protagonist and other characters; plot; setting; conflict; tone; point of view (first person, third limited, third omniscient); theme; speaker; and narrator.	➢ **"Ancient sarcophagus unearthed in Cyprus"** by George Psyllides http://www.usatoday.com/tech/science/discoveries/2006-03-20-sarcophagus-find_x.htm ➢ **Introduction** Holt *Elements of Literature: Third Edition*, pp. 640-648 ➢ **"Troy: It Casts a Spell"** Holt *Elements of Literature: Third Edition*, p. 659 ➢ **"Welcome: A Religious Duty"** Holt *Elements of Literature: Third Edition*, p. 671 ➢ **"Map of the Wanderings"** by Yuri Rasovsky http://www.irasov.com/odyssey_map.htm ➢ **"Calypso"** by Suzanne Vega Holt *Elements of Literature: Third Edition*, p. 655
9.4 e	**4. Analyze the use of plot structure to advance action:** ➢ conflict; resolution; climax; and subplots.	➢ http://www.webenglishteacher.com/homer.html ➢ http://www.pbs.org/newshour/forum/march97/odyssey_3-13.html ➢ http://www.mythweb.com/odyssey/index.html ➢ http://www.users.globalnet.co.uk/~loxias/odchoice.htm
9.4	**5. Determine a theme of a text and analyze its development over the course of the text.**	***The Greek Gods*** by Bernard Evslin, Dorothy Evslin, and Ned Hoopes
9.4	**6. Compare and contrast types of figurative language and other literary devices such as:** ➢ simile; metaphor; personification; analogy; symbolism; allusion; and imagery.	➢ http://www.mythman.com/ ➢ http://www.mythweb.com ➢ http://www.need.org/needpdf/GreekTeacherGuide.pdf ➢ http://www.mcli.dist.maricopa.edu/smc/journey/ ➢ http://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Heroes_Multi_Media_Analysis.aspx ➢ http://www.npr.org/templates/story/story.php?storyId=14682035
9.4 f, j	**7. Identify sound devices, including:** ➢ rhyme (appropriate, end, slant); rhythm; repetition; alliteration; assonance; consonance; onomatopoeia; and parallelism.	**"Mother to Son"** by Langston Hughes ➢ Holt *Elements of Literature: Third Edition*, p.92 ➢ Holt *Reader*, p. 62
9.4 h	**8. Identify and analyze an author's presentation of literary content by the use of structuring techniques:** ➢ verse; refrain; and stanza forms (couplet, quatrain, sestet, and octet).	**"The Road Not Taken"** by Robert Frost ➢ Holt *Elements of Literature: Third Edition*, pp. 314-316 ➢ **"Crossing Paths"** by Robert Frost Holt *Elements of Literature: Third Edition*, pp. 317-318 **"Tiburon"** by Martin Espada ➢ Holt *Elements of Literature: Third Edition*, pp. 430-431
9.4 h, l, k	**9. Identify and analyze an author's use of diction and syntax to convey ideas and content:** ➢ connotation and denotation; hyperbole; and pun.	**"in Just"** by E.E. Cummings ➢ Holt *Elements of Literature: Third Edition*, p. 413-414 ➢ **"Eyeglasses for the Mind"** by Stephen King Holt *Elements of Literature: Third Edition*, pp. 415-416
9.4 l 9.5 h	**10. Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.**	**"Woman Work"** by Maya Angleou and **"Daily"** by Naomi Shihab Nye ➢ Holt *Elements of Literature: Third Edition*, pp. 408-412

9.4 m 9.5 k	**11. Use reading strategies to monitor comprehension throughout reading process.**	**"Women"** by Alice Walker ➤ Holt *Elements of Literature: Third Edition*, pp. 447-449 **"Boy at the Window"** by Richard Wilbur ➤ Holt *Elements of Literature: Third Edition*, pp. 450-453 **"A Blessing"** by James Wright ➤ Holt *Elements of Literature: Third Edition*, pp. 404-407 **"Once By the Pacific"** by Robert Frost ➤ Holt *Elements of Literature: Third Edition*, pp. 422-424 **"'Hope' is the thing with feathers"** by Emily Dickinson and **"Internment"** by Juliet S. Komo ➤ Holt *Elements of Literature: Third Edition*, pp. 435-439 **"I Wandered Lonely as a Cloud"** by William Wordsworth ➤ Holt *Elements of Literature: Third Edition*, pp. 457-460 **"Ballad of Birmingham'** by Dudley Randall ➤ Holt *Elements of Literature: Third Edition*, pp. 463-467 **"Legal Alien"** by Pat Mora ➤ Holt *Elements of Literature: Third Edition*, pp. 472-474 **"The Base Stealer"** by Robert Francis and **"American Hero"** by Essex Hemphill ➤ Holt *Elements of Literature: Third Edition*, pp. 475-78 *Keesha's House* **by Helen Frost** *A Christmas Carol* by Charles Dickens ➤ http://www.youtube.com/watch?v=unKuZ2wlNdw ➤ Biography: Charles Dickens http:www.biography.com/people/charles-dickens-9274087 ➤ Charles Dickens by David Perdue http://charlesdickenspage.com/dickens_london.html
9.5 a	**12. Identify and infer the main idea from a variety of complex informational text.**	
9.5 a	**13. Explain author's purpose in informational text.**	
9.5 a, b	**14. Identify and summarize essential details that support the main idea of informational text.**	
9.5 g, h	**15. Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.**	
9.5 d	**16. Analyze text structures (organizational pattern), including:** ➤ cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process.	
9.5 c	**17. Demonstrate the use of text features to locate information, such as:** ➤ title page; bolded or highlighted words; index; graphics; charts; and headings	
9.5 e	**18. Identify an author's position /argument within informational text.**	
9.5 c	**19. Examine text structures to aid comprehension and analysis of complex, informational texts.**	

LYNCHBURG CITY SCHOOLS – SECONDARY ENGLISH PACING GUIDE, GRADE 9: 2ND QUARTER

READING FOCUS: POETRY with NONFICTION PAIRINGS

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES

WRITING FOCUS: PERSUASIVE, ANALYSIS, CREATIVE

9.6	1. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.	Persuasive Essay
		➢ http://www.studygs.net/wrtstr4.htm

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
	writing.	➢ http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/online_writing/index.shtml
		➢ 10th grade Writing Assessment (2013) sample papers
9.6 b, c, d, e, f, g, h	3. Plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose.	Poetry Analysis ➢ http://owl.english.purdue.edu/owl/resource/615/01/ ➢ http://uwc.utexas.edu/handouts/poetry-analysis ➢ http://writing.wisc.edu/Handbook/ReadingPoetry.html
9.6 c	4. Demonstrate the purpose of writing as narrative, persuasive, expository, or analytical.	➢ http://writingcenter.unc.edu/handouts/poetry-explications/ ➢ http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf
9.6 b	5. Apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters.	➢ http://www.writingcenter.unc.edu/handouts/editing-and-proofreading ➢ http://thejoyofteachingblog.wordpress.com/diy-3/annotating-text/
9.6 c	6. Write using a clear, focused thesis that addresses the purpose for writing.	Creative: Poetry ➢ http://www.creative-writing-now.com/how-to-write-poetry.html ➢ http://www.traceeorman.com/2013/03/hands-on-poetry-activities.html
9.6 c	7. Provide an engaging introduction and a clear thesis statement that introduces the information presented.	Epic Poetry or Story
9.6 d	8. Write clear, varied sentences, and increase the use of embedded clauses.	
9.6 d	9. Use specific vocabulary and information.	
9.6 e	10. Use precise language to convey a vivid picture.	
9.6 e	11. Develop the topic with appropriate information, details, and examples.	
9.6 f, g	12. Arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas.	
9.6 h	13. Revise writing for clarity, content, depth of information, and intended meaning.	

VOCABULARY

9.3 a	**1. Use word structure to analyze and relate words.**	Vocabulary to accompany literature
9.3 a	**2. Use roots or affixes to determine or clarify the meaning of words.**	
9.3 d	**3. Recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.**	
9.3 e	**5. Use prior reading knowledge and other study to identify the meaning of literary and classical allusions.**	
9.3. d, e	**6. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**	
9.3 b, c	**7. Analyze connotations of words with similar denotations.**	
9.3 b	**8. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**	
9.3 a, b	**9. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).**	
9.3 f, g	**10. Consult general and specialized reference materials (e.g., dictionaries, thesaurus).**	
9.3 b, e	**11. Demonstrate understanding of figurative language, word relationships, and connotations in word meanings.**	

Vocabulary to accompany literature

> ***The Odyssey*** Holt *Elements of Literature: Third Edition*, pp. 649, 689
> ***Keesha's House***
> ***A Christmas Carol***
> http://www.myvocabulary.com/word-list/novels/a-christmas-carol-vocabulary/

Literary terms

> "Handbook of Literary Terms" Holt *Elements of Literature: Third Course*, p. 1019-1031
> http://quizlet.com/2441779/literary-terms-practice-flash-cards/
> http;//www.funtrivia.com/playquiz/quiz2309931a72b00.html

Wordly Wise, lessons 6-10 (advanced classes)

> http://www.wordlywise3000.com/word_lists/?book=9&lesson=1

Sadlier-Oxford, lessons 5-8 (10 words per week)

Word Within the Word

> Vol. 1, Lists 3-4 http://www.studystack.com/

"Words Often Confused" Holt *Elements of Language: Third Course*, Ch. 27, p. 746-759

"Commonly Misspelled Words" and "300 Spelling Words" Holt *Elements of Language: Third Course*, p. 762-765

"Words to Learn" Holt *Elements of Language: Third Course*, p. 846-847

GRAMMAR

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.7 c	**1. Use appositives.**	Holt *Handbook:Third Course*, ch.3-4
9.7 c, d	**2. Distinguish and divide main and subordinate clauses, using commas and semicolons.**	➢ http://go.hrw.com/eolang/ ➢ http://go.hrw.com/hrw.nd/gohrw_rlsl/pKeywordResults?keyword=VA%20HOME
9.7 d	**3. Use a semicolon or conjunctive adverbs to link two or more closely-related independent clauses.**	Holt *Elements of Language: Third Course*, ch.14-15, 22 ➢ http://go.hrw.com/activities/frameset.html?main=16587.html ➢ http://go.hrw.com/activities/frameset.html?main=16588.html
9.7 b	**4. Proofread and edit writing.**	➢ http://go.hrw.com/activities/frameset.html?main=16590.html ➢ http://go.hrw.com/activities/frameset.html?main=16593.html http://www.chompchomp.com/menu.htm http://www.grammarbook.com/grammar_quiz/commas_1.asp http://depts.dyc.edu/learningcenter/owl/exercises/comma_placement_ex1.htm http://grammar.ccc.commnet.edu/grammar/quiz_list.htm

RESEARCH & MEDIA LITERACY

SOLS	SKILLS & CONCEPTS TO BE LEARNED	SUGGESTED TITLE & RESOURCES
9.1 a, b	**1. Incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations.**	Energizers and Team-building Activities ➢ http://cchealth.org/groups/tobacco_project/pdf/activities.pdf Mini-Research Projects ➢ Travel Brochure http://www.eclassroom.110mb.com/Ancient/index.html ➢ "Using Print and Electronic Sources" Holt *Elements of Language: Third Course,* p.823-830 ➢ "Evaluating Web Pages" http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html ➢ "Research and Citation Sources" http://owl.english.purdue.edu/owl/section/2/ ➢ "What is Plagiarism?" http://www.plagiarism.org/ http://www.wishtv.com/dpp/news/local/hamilton_county/plagiarism-case-threatens-graduation C.A.R.S Checklist for Evaluating Internet Sources ➢ http://www.andyspinks.com/researchhelp/web/CARS.pdf ➢ http://www.virtualsalt.com/evalu8it.htm
9.1 b, c	**2. Use examples from their knowledge and experience to support the main ideas of their oral presentation.**	
9.1 d	**3. Use grammar and vocabulary appropriate for the situation, audience, topic, and purpose.**	
9.1 e	**4. Demonstrate nonverbal techniques including eye contact, facial expressions, gestures, and stance and verbal techniques including appropriate tone, diction, articulation, and clarity.**	
9.8 a	**5. Use Internet resources, electronic databases, and other technology to access, organize, and present information.**	
9.8 b	**6. Focus topic by:** ➢ Identifying audience, purpose, and useful search terms; and combining search terms effectively.	
9.8 c, d	**7. Scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research.**	
9.1 g 9.8 f, h	**8. Avoid plagiarism by:** ➢ Understanding that plagiarism is the act of presenting someone else's ideas as one's own; recognizing that one must correctly cite sources to give credit to the author of an original work; recognizing that sources of information must be cited even when the information has been paraphrased; and using	

	quotation marks when someone else's exact words are quoted.
9.8 f	**9. Distinguish one's own ideas from information created or discovered by others.**
9.8 g	**10. Use a style sheet, such as MLA or APA, to cite sources.**
9.8 i, l	**11. Collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.**