



English I Curriculum

Board Approved: March 21, 2024

Course Information

Course Description:

This course is a foundational high school English course that students need to be college and career-ready that focuses on reading, writing, listening/speaking, grammar, vocabulary, and research. The emphasis on this course is on both reading fiction and nonfiction, poetry, and drama. Written compositions in the course will include a variety of genres and for different purposes depending on the audience and purpose.

Transfer Goals:

- Students will effectively read, write, and speak English to clearly communicate, comprehend, analyze, and problem-solve as literate and collaborative members of society.
- Students will read and comprehend a range of complex texts and media for various audiences and purposes.
- Students will compose blended genre writing responses to show comprehension and analysis of various audiences and purposes.
- Students will communicate their understanding of materials clearly and effectively.

Curriculum Standards: [DESE English Language Arts Missouri Learning Standards](#)

Curriculum Resource(s): *myPerspectives English Language Arts Grade 9 - Savvas (2025)*

priority standards indicated in **bold*

English I - Page 1

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Family Notification Procedures

Grades 9-12	<p><u>Whole Class Books</u></p> <ul style="list-style-type: none">• Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.• If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified. <p><u>Library Books</u></p> <ul style="list-style-type: none">• Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.• How Parents/Guardians Can Monitor Student Book Selections <p><u>Open Choice Books</u></p> <ul style="list-style-type: none">• When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.• For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.
--------------------	---

priority standards indicated in **bold*

English I - Page 2

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 1: Analyzing Short Texts to build a Stance

Timeframe: 4-6 Weeks

Unit Description: The purpose of this unit is to use new and previously learned literary devices to analyze multiple short stories, nonfiction pieces, and poetry. By the end of the unit, students will understand the literary elements of fiction and nonfiction texts. Students will analyze multiple texts and create a claim around a topic providing textual evidence from multiple sources in a cohesive writing essay that persuades the reader of their stance or position around the text theme explored in their class based on the text set their class studies such as: survival, overcoming challenges, character analysis, etc.

Enduring Understandings:

- Reading involves making sense of the text, not just decoding the words.
- Sometimes authors convey their ideas indirectly and the reader must infer meanings.
- Short story writers are restricted by length and rely on setting, conflict, and characterization to facilitate thematic development.

Essential Questions:

- What strategies do readers utilize when analyzing multiple texts to build a stance?
- What is the author saying? What makes you think so?
- How do we read between the lines?
- How do authors convey purpose and meaning in short stories?
- What qualities help us survive?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>RL1A</u> <u>RI1A</u>	<ul style="list-style-type: none"> • I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. I will support my analysis by using specific and detailed examples from the text. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>RL1B</u> <u>RI1B</u>	<ul style="list-style-type: none"> • I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
<u>RL1D</u> <u>RI1D</u>	<ul style="list-style-type: none"> • I can find the main ideas or theme(s) in a text. I can look for at least two themes and see how they are shown and developed throughout the text. I can relate these themes to my own life experiences. I can provide a short and unbiased summary of what the text is about. • I can find the central ideas in a text. I can analyze the development throughout the text and provide explanations of the significance of the central ideas. I can provide a short and unbiased summary of what the

**priority standards indicated in bold*

English I - Page 3

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

	text is about.
RL2A RI2A	<ul style="list-style-type: none"> ● I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story. ● I can study how an author decides to organize a story or arrange information in a certain order, and see how these choices affect the reader's experience. I can understand how they influence the way we understand the text, follow the plot, and engage with the information presented.
RL1C RI1C	<ul style="list-style-type: none"> ● I can look at visual elements in a text and understand what they mean. I can analyze them to make conclusions and understand the information they convey.
RL2B	<ul style="list-style-type: none"> ● I can analyze how the author's point of view is expressed through the setting, characters, and plot.
RL2C RI2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RL2D	<ul style="list-style-type: none"> ● I can examine how characters in a story grow and change as the story progresses. I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. I can explore the themes of the text.
RL3D	<ul style="list-style-type: none"> ● I can read and comprehend literature independently and proficiently.

**priority standards indicated in bold*

English I - Page 4

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 2: The Power of the Nonfiction Narrative

Timeframe: 4-6 Weeks

Unit Description: This unit focuses on mentor texts and brainstorming ideas to help students identify key elements of nonfiction narratives. Students will explore how the work of others will help develop their writing and will be able to produce an original nonfiction narrative.

Enduring Understandings:

- Writing nonfiction narratives can help students understand themselves, others, and the world.
- Nonfiction narratives should include thoughts, findings, and ideas that hook and engage the reader.
- Studying mentor texts can help a student grow as a writer.

Essential Questions:

- How can we use nonfiction narratives to understand ourselves, others, and the world?
- How do writers use literary elements to convey their thoughts, findings, and ideas to hook and engage the reader?
- How does the study of nonfiction narrative mentor texts help me grow as a writer?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
SL2A	<ul style="list-style-type: none"> • I can speak clearly and confidently when giving a presentation. • I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately. • I can speak at a pace that is easy for others to understand.
W2A	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. I can narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. I can 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, avoid plagiarism and follow a standard format for citation.
W3A	<ul style="list-style-type: none"> • I can review, revise, and edit my writing while considering the task, purpose, and audience.
RL2B	<ul style="list-style-type: none"> • I can analyze how the author's point of view is expressed through the setting, characters, and plot.
RL2C	<ul style="list-style-type: none"> • I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.

**priority standards indicated in bold*

English I - Page 5

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 3: Analysis of Change on Overall Meaning

Timeframe: 4-6 Weeks

Unit Description: This unit focuses on students reading a variety of fictional and nonfictional texts through short stories, novel, and nonfiction articles. They will be able to independently analyze how character and point of view impact the plot and theme. Students will also study how life circumstances and situations impact human beings and cause people to change at key moments in their lives. Emphasis will be placed on tracing how the character(s) in literary works change and how that change impacts the theme of the story. Students will draw parallels with these changes and with the transformations they research in unique individuals' lives based on the person they choose to research.

Enduring Understandings:

- Reading a variety of texts can help students to understand multiple viewpoints of a character.
- Reading a variety of texts will help students make connections to the real world.
- Reading strategies can help students better understand the texts.

Essential Questions:

- How do you interpret a variety of texts?
- How do you determine the viewpoint of a character?
- How do authors connect their writing to issues in the real world?
- What strategies do good readers use to effectively analyze the text?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<u>SL1A</u>	<ul style="list-style-type: none"> ● I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.
<u>SL1B</u>	<ul style="list-style-type: none"> ● I can analyze a speaker's argument and claims, evaluate the speaker's point of view, reasoning, and evidence to propel conversations. ● I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<u>SL1C</u>	<ul style="list-style-type: none"> ● I can respond in a thoughtful way to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.
<u>W1A</u>	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system.

**priority standards indicated in bold*

English I - Page 6

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhdschools.org

	<ul style="list-style-type: none"> I can 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, avoid plagiarism, and follow a standard format for citation.
RL1A RI1A	<ul style="list-style-type: none"> I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. I will support my analysis by using specific and detailed examples from the text. I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL1B RI1B	<ul style="list-style-type: none"> I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
RL1D RI1D	<ul style="list-style-type: none"> I can find the main ideas or theme(s) in a text. I can look for at least two themes and see how they are shown and developed throughout the text. I can relate these themes to my own life experiences. I can provide a short and unbiased summary of what the text is about. I can find the central ideas in a text. I can analyze the development throughout the text and provide explanations of the significance of the central ideas. I can provide a short and unbiased summary of what the text is about.
RL1C RI1C	<ul style="list-style-type: none"> I can look at visual elements in a text and understand what they mean. I can analyze them to make conclusions and understand the information they convey.
RL2B	<ul style="list-style-type: none"> I can analyze how the author's point of view is expressed through the setting, characters, and plot.
RI2B	<ul style="list-style-type: none"> I can analyze how an author uses rhetoric to advance point of view or purpose.
RL2C RI2C	<ul style="list-style-type: none"> I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RL3D	<ul style="list-style-type: none"> I can read and comprehend literature independently and proficiently.
RI3D	<ul style="list-style-type: none"> I can read and comprehend informational text independently and proficiently.
W3A	<ul style="list-style-type: none"> I can review, revise, and edit my writing while considering the task, purpose, and audience.
SL2A	<ul style="list-style-type: none"> I can speak clearly and confidently when giving a presentation. I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately.

**priority standards indicated in bold*

English I - Page 7

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

- | | |
|--|--|
| | <ul style="list-style-type: none">• I can speak at a pace that is easy for others to understand. |
|--|--|

priority standards indicated in **bold*

English I - Page 8

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 4: The Impact of Change: A Blended-Genre Composition

Timeframe: 4-6 Weeks

Unit Description: This unit focuses on students analyzing, through their own research and writing, how an individual has changed as a result of life experiences. Emphasis will be placed on tracing and researching how a famous individual of the student's choice (Celebrity, Sports Figure, Famous Person in History, etc.) has changed throughout their lifetime. Students will compare and contrast their own life experiences with those of their chosen famous individual as well as with the character they analyzed in the novel they read from the previous unit. This writing will be a blended genre composition in which students synthesize from a variety of studies of character change and reflect on their takeaways from character experiences, real individuals' experiences, and how those experiences compare and/or contrast with their own. This unit will culminate with students having the opportunity to share their findings in a presentation with peers either through small group presentations or class presentations.

Enduring Understandings:

- Researching credible sources helps students support their ideas.
- Exploring one's life experiences as well as the experiences of others helps one reflect and determine new goals and pathways for their future.

Essential Questions:

- What forces cause an individual to change?
- How do those changes impact their life?
- How does one's life experience influence their thoughts and actions?
- How do I ensure my research is valid, credible, and reliable to support my ideas?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
SL2B	<ul style="list-style-type: none"> ● I can make consistent eye contact when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. I can avoid body language or mannerisms that might be distracting to the audience when giving a presentation.
RI2B	<ul style="list-style-type: none"> ● I can analyze how an author uses rhetoric to advance point of view or purpose.
RI2C	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
RI2D	<ul style="list-style-type: none"> ● I can evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient. I can identify false statements and fallacious reasoning.

**priority standards indicated in bold*

English I - Page 9

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

RI3A	<ul style="list-style-type: none"> I can analyze how similar topics or ideas are portrayed in different media forms.
RI3B	<ul style="list-style-type: none"> I can evaluate how effectively two or more texts develop similar topics in informational text.
RI3C	<ul style="list-style-type: none"> I can analyze how multiple texts reflect the historical and/or cultural contexts.
RI3D	<ul style="list-style-type: none"> I can read and comprehend informational text independently and proficiently.
RIIC	<ul style="list-style-type: none"> I can look at visual elements in a text and understand what they mean. I can analyze them to make conclusions and understand the information they convey.
RI2A	<ul style="list-style-type: none"> I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story. I can study how an author decides to organize a story or arrange information in a certain order, and see how these choices affect the reader's experience. I can understand how they influence the way we understand the text, follow the plot, and engage with the information presented.
W1A	<ul style="list-style-type: none"> I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. I can 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, avoid plagiarism, and follow a standard format for citation.
W2A	<ul style="list-style-type: none"> I can conduct research to answer a question or solve a problem. I can narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. I can 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, avoid plagiarism and follow a standard format for citation.
W3A	<ul style="list-style-type: none"> I can review, revise, and edit my writing while considering the task, purpose, and audience.

**priority standards indicated in bold*

English I - Page 10

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

<p>SL2A</p>	<ul style="list-style-type: none"> ● I can speak clearly and confidently when giving a presentation. ● I can ensure that my voice is loud enough for everyone to hear, articulate my words clearly, and pronounce them accurately. ● I can speak at a pace that is easy for others to understand.
<p>SL2B</p>	<ul style="list-style-type: none"> ● I can make consistent eye contact when speaking, using effective gestures to communicate a clear viewpoint and engage listeners. I can avoid body language or mannerisms that might be distracting to the audience when giving a presentation.
<p>SL2C</p>	<ul style="list-style-type: none"> ● I can plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose. I can use multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

priority standards indicated in **bold*

English I - Page 11

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 5: Love and Relationships Study through Poetry, Drama, and Fictional Works

Timeframe: 4-6 Weeks

Unit Description: This unit focuses on students reading poetry, drama, and/or choice book where they will identify a theme and support that theme with textual analysis and support. Within this unit, one of the drama works studied will be William Shakespeare's *Romeo and Juliet*. They will also use context clues to comprehend new vocabulary and understand figurative language.

Enduring Understandings:

- By reading a drama and/or choice book, students will use textual support to determine if relationships are healthy or unhealthy.
- Analyzing a drama and/or choice book can help students determine the effect of destiny versus choices in life.
- Reading a drama and/or choice book can help students understand the compelling nature of tragic circumstances.

Essential Questions:

- How do you determine if a relationship is healthy or unhealthy?
- Do we determine our own destinies?
- Should the opinions of others affect our own choices?
- What is compelling about stories where people face tragic destinies?

Unit 5 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL3A	<ul style="list-style-type: none"> • I can compare and analyze different performances of a story, play, or poem to see how each version interprets the original text. I can understand how various performances can give different meanings or emotions to the same source material.
RL3B	<ul style="list-style-type: none"> • I can describe how and why an author references or changes existing stories or information in their own writing. I can understand how authors draw upon familiar sources to add depth, meaning, or a new perspective to their own text.
RL3C	<ul style="list-style-type: none"> • I can analyze how multiple texts reflect historical and/or cultural contexts.
RL1A	<ul style="list-style-type: none"> • I can use relevant evidence from the text to draw conclusions, make inferences, and analyze what the text is saying. I will support my analysis by using specific and detailed examples from the text. • I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**priority standards indicated in bold*

English I - Page 12

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

<u>RL1B</u>	<ul style="list-style-type: none"> ● I can figure out what words and phrases mean in the text. I will use the context of the sentence, and word parts, or look up definitions in reference materials to understand the meanings.
<u>RL1D</u>	<ul style="list-style-type: none"> ● I can find the main ideas or theme(s) in a text. I can look for at least two themes and see how they are shown and developed throughout the text. I can relate these themes to my own life experiences. I can provide a short and unbiased summary of what the text is about. ● I can find the central ideas in a text. I can analyze the development throughout the text and provide explanations of the significance of the central ideas. I can provide a short and unbiased summary of what the text is about.
<u>RL2A</u>	<ul style="list-style-type: none"> ● I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story. ● I can study how an author decides to organize a story or arrange information in a certain order, and see how these choices affect the reader's experience. I can understand how they influence the way we understand the text, follow the plot, and engage with the information presented.
<u>RL2B</u>	<ul style="list-style-type: none"> ● I can analyze how the author's point of view is expressed through the setting, characters, and plot.
<u>RL2C</u>	<ul style="list-style-type: none"> ● I can analyze the cumulative impact of specific word choices and syntax on meaning and tone.
<u>RL2D</u>	<ul style="list-style-type: none"> ● I can examine how characters in a story grow and change as the story progresses. I can analyze how their actions, thoughts, and relationships with others shape the plot and contribute to the main ideas or messages of the story. I can explore the themes of the text.
<u>RL3D</u>	<ul style="list-style-type: none"> ● I can read and comprehend literature independently and proficiently.
<u>SL1B</u>	<ul style="list-style-type: none"> ● I can analyze a speaker's argument and claims, evaluate the speaker's point of view, reasoning, and evidence to propel conversations. ● I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<u>SL1C</u>	<ul style="list-style-type: none"> ● I can respond in a thoughtful way to different perspectives, including those I encounter in various forms of media. ● I can summarize the points where I agree or disagree with others. ● I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.
<u>W1A</u>	<ul style="list-style-type: none"> ● I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

**priority standards indicated in bold*

English I - Page 13

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

	<p>appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system.</p> <ul style="list-style-type: none"> I can 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, avoid plagiarism, and follow a standard format for citation.
<p><u>W3A</u></p>	<ul style="list-style-type: none"> I can review, revise, and edit my writing while considering the task, purpose, and audience.

**priority standards indicated in bold*

English I - Page 14

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

Unit 6: Literary Analysis of text through an Argumentative Lens

Timeframe: 4-6 Weeks

Unit Description: Students will choose appropriate evidence from a variety of texts to support their claim and clearly connect the evidence to the claim. Students will analyze multiple literary works to make an argument regarding their position and analysis of the texts they have read in class. Students will experiment with a variety of structures and choose the best format for an audience and/or purpose.

Enduring Understandings:

- Good writers use a variety of techniques to articulate their findings and ideas while speaking with or writing for authentic audiences.
- Good writers can evaluate their own work and the work of others utilizing revision techniques, previously learned skills, and conferring opportunities with their teacher and peers.
- Good writers can evaluate information to determine which piece of evidence best supports the claim.

Essential Questions:

- How do we effectively organize an argumentative piece?
- How does the study of argumentative texts allow me to grow as a writer?
- How do I choose the strongest piece of evidence to support my writing?

Unit 6 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
RL2A RI2A	<ul style="list-style-type: none"> • I can examine how an author decides to organize a story, arrange events, or play with the passage of time, and see how these choices affect the reader's experience. I understand how they influence the way we feel, think, and understand the story. • I can study how an author decides to organize a story or arrange information in a certain order, and see how these choices affect the reader's experience. I can understand how they influence the way we understand the text, follow the plot, and engage with the information presented.
RL3A RI3A	<ul style="list-style-type: none"> • I can compare and analyze different performances of a story, play, or poem to see how each version interprets the original text. I can understand how various performances can give different meanings or emotions to the same source material. • I can read and comprehend informational text independently and proficiently.

**priority standards indicated in bold*

English I - Page 15

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org

RL3B	<ul style="list-style-type: none"> • I can describe how and why an author references or changes existing stories or information in their own writing. I can understand how authors draw upon familiar sources to add depth, meaning, or a new perspective to their own text.
W1A	<ul style="list-style-type: none"> • I can conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. • I can 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, avoid plagiarism, and follow a standard format for citation.
W2A	<ul style="list-style-type: none"> • I can conduct research to answer a question or solve a problem. I can narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; and integrate information using a standard citation system. I can 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, avoid plagiarism and follow a standard format for citation.
W3A	<ul style="list-style-type: none"> • I can review, revise, and edit my writing while considering the task, purpose, and audience.
SL1A	<ul style="list-style-type: none"> • I can work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles.
SL1B	<ul style="list-style-type: none"> • I can analyze a speaker’s argument and claims, evaluate the speaker’s point of view, reasoning, and evidence to propel conversations. • I can actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL1C	<ul style="list-style-type: none"> • I can respond in a thoughtful way to different perspectives, including those I encounter in various forms of media. • I can summarize the points where I agree or disagree with others. • I can recognize when I need more information or research to fully understand the topic or make a well-informed judgment.

**priority standards indicated in bold*

English I - Page 16

BOE Approved: 3/21/2024

Patrons with questions about the course should contact curriculum@fhsdschools.org