International Society for Technology in Education Standards	Grade Level Technology Targets
1. **Creativity and innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology**.** 2. **Communication and collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. **Research and information fluency**: Students apply digital tools to gather, evaluate, and use information. 4. **Critical thinking, problem solving, and decision making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. **Digital citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. **Technology Operations and Concepts:** Students demonstrate and sound understanding of technology concepts, systems and operations.	• • • •

Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: Oral Expression and Listening				
Evidence Outcomes 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) i. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (CCSS: SL.9-10.1b)	**Evidence Outcomes** 1. Oral presentations require effective preparation strategies c. Define a position and select evidence to support that position d. Develop a well-organized presentation to defend a position e. Use effective audience and oral delivery skills to persuade an audience 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention. b. Follow the speaker's arguments as they develop; take notes when appropriate c. Give verbal and nonverbal feedback to the speaker d. Ask clarifying questions e. Evaluate arguments and evidence	**Evidence Outcomes** 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention g. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (CCSS: SL.9-10.2)	**Evidence Outcomes** 1. Oral presentations require effective preparation strategies a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.(CCSS: SL.9-10.6) b. Use verbal and nonverbal techniques to communicate information f. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.9-10.5)	1. Oral presentations require effective preparation strategies. 2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention.

	1. Oral presentations require effective preparation strategies f. Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication			

International Society for Technology in Education Standards	Grade Level Technology Targets
1. **Creativity and innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. **Communication and collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. **Research and information fluency:** Students apply digital tools to gather, evaluate, and use information. 4. **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. **Digital citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. **Technology Operations and Concepts:** Students demonstrate and sound understanding of technology concepts, systems and operations.	• • • • •

Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 2: Reading For All Purposes				
Evidence Outcomes 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison a. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)	Evidence Outcomes	Evidence Outcomes	Evidence Outcomes 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison e. Identify the characteristics that distinguish literary forms and genres ii. Use literary terms to describe and analyze selections.	1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison 2. Increasingly complex informational texts require mature interpretation and study

1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison b. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3) 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison c. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5) d. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6) e. Identify the characteristics that distinguish literary forms and genres i. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (CCSS: RL.9-10.9)			1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison a. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.9-10.10)	

International Society for Technology in Education Standards	Grade Level Technology Targets
1. **Creativity and innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology**.** 2. **Communication and collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. **Research and information fluency**: Students apply digital tools to gather, evaluate, and use information. 4. **Critical thinking, problem solving, and decision making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. **Digital citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. **Technology Operations and Concepts:** Students demonstrate and sound understanding of technology concepts, systems and operations.	• • • •

Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
**Standard 2: Reading for All Purposes**				
Evidence Outcomes	Evidence Outcomes 2. Increasingly complex informational texts require mature interpretation and study g. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (CCSS: RI.9-10-8) h. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.9-10.10) i. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS: RI.9-10.6)	Evidence Outcomes 2. Increasingly complex informational texts require mature interpretation and study a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS. RI.9-10.2) b. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS: RI.9-10.5) c. Evaluate clarity and accuracy of information through close text study and investigation via other sources	Evidence Outcomes 2. Increasingly complex informational texts require mature interpretation and study h. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.9-10.10)	

		2. Increasingly complex informational texts require mature interpretation and study. d. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3) e. Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts f. Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message		

Instructional Calendar   ELA/Grade 2016-2017

				Grade Level Technology Targets
International Society for Technology in Education Standards				
1. **Creativity and innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology**.** 2. **Communication and collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. **Research and information fluency**: Students apply digital tools to gather, evaluate, and use information. 4. **Critical thinking, problem solving, and decision making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. **Digital citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. **Technology Operations and Concepts:** Students demonstrate and sound understanding of technology concepts, systems and operations.				• • • •
Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**	**End of Year Grade Level Expectations**
Standard 3: Writing and Composition				
Evidence Outcomes 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3) i. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)	Evidence Outcomes 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)	Evidence Outcomes 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions d. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS: W.9-10.6)	Evidence Outcomes	1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.

1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language ii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c) b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience c. Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details e .Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides) 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) i. Identify comma splices and fused sentences in writing and revise to eliminate them ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences iv. Spell correctly. (CCSS: L.9-10.2c)	2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1) ii. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CCSS: W.9-10.1) iv. Use appropriate rhetorical appeals and genre to engage and guide the intended audience v. Anticipate and address readers' biases and expectations vi. Revise ideas and structure to improve depth of information and logic of organization vii. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience viii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)			

3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.9-10.4) c. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CCSS: W.9-10.5)	2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e) 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)			

International Society for Technology in Education Standards	Grade Level Technology Targets
7. **Creativity and innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology**.** 8. **Communication and collaboration**: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 9. **Research and information fluency**: Students apply digital tools to gather, evaluate, and use information. 10. **Critical thinking, problem solving, and decision making**: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 11. **Digital citizenship**: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 12. **Technology Operations and Concepts:** Students demonstrate and sound understanding of technology concepts, systems and operations.	• • • •

Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
		Standard 4: Research and Reasoning		
Evidence Outcomes	Evidence Outcomes	Evidence Outcomes 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions a. Integrate information from different sources to research and complete a project b. Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views c. Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision	Evidence Outcomes 2. Effective problem-solving strategies require high-quality reasoning a. Analyze the purpose, question at issue, information, points of view, implications and consequences, inferences, assumptions and concepts inherent in thinking b. Assess strengths and weaknesses of their thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision c. Implement a purposeful and articulated process to solve a problem d. Monitor and reflect on the rationale for, and effectiveness of, choices made throughout the problem-solving process	1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions 2. Effective problem-solving strategies require high-quality reasoning

		1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions d. Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals)		