



Diocese of Greensburg Curriculum
Foundations of World Literature – Grade 9

Unit	Standards	Content	Skills
<p>Short Stories</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. 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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.3. 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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	<ul style="list-style-type: none"> • Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description • Motif • Denotation • Connotation • Diction • Syntax • Style • Personification • Foreshadowing • Flashback • Inference • Suspense 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Determine the theme of a short story • Analyze a short story in terms of plot or elements of the plot • Differentiate between literal and figurative language • Determine the author's use of language in creating tone mood, and style • Identify the point of view • Analyze how the point of view affects the reader's interpretation of the story • Make inferences based on textual evidence • Identify and explain characterization techniques • Identify the use of irony in short stories

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	<p>chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.6. 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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.9-10.9. 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).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Plot sequence/development Triangular plot structures</p> <ul style="list-style-type: none"> • Aristotle's unified plot • Freytag's pyramid <p><u>Representative works:</u></p> <ul style="list-style-type: none"> • "The Most Dangerous Game" • "Lamb to the Slaughter" • "The Cask of Amontillado" and various works by Poe • "The Interlopers" • "The Scarlet Ibis" • "The Necklace" • "The Secret Life of Walter Mitty" 	

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	<p>RL.9-10.10. 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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Novels</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. 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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text,</p>	<p>Literary terms and vocabulary Theme Characterization Setting Protagonist and antagonist Antihero Conflict Point of view Mood Tone Irony Symbol Allegory Oxymoron Paradox Metaphor Simile Imagery and description Motif Denotation Connotation Diction Syntax Style Personification Foreshadowing Flashback Inference</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Determine the theme of a novel • Analyze a novel in terms of plot or elements of the plot • Differentiate between literal and figurative language • Determine the author's use of language in creating tone mood, and style • Identify the point of view • Analyze how the point of view affects the reader's interpretation of the novel • Make inferences based on textual evidence • Identify and explain characterization technique

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	<p>interact with other characters, and advance the plot or develop the theme.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.6. 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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée</p>	<p>Plot sequence/development Triangular plot structures</p> <ul style="list-style-type: none"> • Aristotle's unified plot • Freytag's pyramid <p><u>Representative works:</u></p> <ul style="list-style-type: none"> • <i>Animal Farm</i> • <i>The Hunger Games</i> 	

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	<p>des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.9-10.9. 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).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9-10.10. 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.</p> <p>Writing</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>Range of Writing</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>		

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	<p>or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking & Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. 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.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Drama</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. 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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.3. 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.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the</p>	<ul style="list-style-type: none"> • Literary terms and vocabulary • Theme • Characterization • Setting • Protagonist and antagonist • Antihero • Conflict • Point of view • Mood • Tone • Irony • Symbol • Allegory • Oxymoron • Paradox • Metaphor • Simile • Imagery and description • Motif • Denotation • Connotation • Diction • Syntax • Style • Personification • Foreshadowing • Flashback • Inference • Meter • Prose • Monologue • Soliloquy • Aside • Dialogue • Stage direction 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Determine the theme of a drama • Analyze a drama in terms of plot or elements of the plot • Differentiate between literal and figurative language • Differentiate between uses of poetry and prose in Elizabethan drama • Determine the author's use of dialogue and stage direction in creating tone mood, and style • Make inferences based on textual evidence • Identify and explain characterization techniques • Identify and analyze the use of the fourth wall

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	<p>cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. 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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.6. 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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic</p>	<p>Plot sequence/development Triangular plot structures</p> <ul style="list-style-type: none"> • Aristotle's unified plot • Freytag's pyramid <p><u>Representative works:</u></p> <ul style="list-style-type: none"> • <i>Romeo and Juliet</i> • <i>Julius Caesar</i> 	

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	<p>from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Poetry</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Literature Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.2. 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.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language</p>	<ul style="list-style-type: none"> • Literary terms and vocabulary • Ode • Ballad • Lyric • Epic • Narrative • Sonnet • Haiku • Free verse • Elegy • Imagery <p><u>Representative Works:</u> <i>The Odyssey</i></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Interprets elements, forms, and sound to derive meaning from poetry • Interprets figurative language and imagery to deepen comprehension • Draws on relevant prior knowledge and experiences to extend meaning • Recognizes positive and negative implications of language and explains how it can affect readers in different ways • Explains the meaning and effects of literary devices and figurative language

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	<p>evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.5. 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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p> <p>Speaking & Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1. 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.</p> <p>SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p>		

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	<p>research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.9-10.5. 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.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Speeches</p>	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.9-10.8. 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.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Literary terms and vocabulary Speaker Occasion Audience Purpose Subject Tone SOAPSTone approach Language Central idea Organizational pattern Argument Claims Evidence Reasoning Introduction Conclusion Ethos Logos Pathos Fact Opinion Validity Figurative language Metaphor Repetition Allusion Imagery Inference Stylistic devices</p> <p>Representative works:</p> <ul style="list-style-type: none"> • Steve Jobs, Commencement Address 2005 • John Lewis, Speech at March on Washington, intended and one delivered. • U.S. Navy Adm. McRaven, Commencement 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the interrelated nature of speaker, occasion, audience, purpose, and tone of a speech • Explain how a speaker's specific word choices and sentence structures achieve specific effects • Explain explicit and implicit references to elements of the social, cultural, and historical context • Explain how an author's word choices and sentence structures achieve specific effects • Evaluate the effectiveness of organizational plans of speeches • Judge the effectiveness of an argument based on its claims • Differentiate between fact and opinion • Identify how the speaker employs appeals to ethos, pathos, and logos in a speech • Assess the development of the central idea of a speech • Examine the stylistic devices employed by various speaker

Unit	Standards	Content	Skills
		Address 2014, University of Texas	
Informational Literary Nonfiction	<p>CCSS: English Language Arts 6-12 CCSS: Grades 9-10</p> <hr/> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.2. 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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.3. 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.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> • Literary terms and vocabulary • Central idea • Purpose • Organizational pattern • Evidence • Inference • Context • Source • Point of view • Fact • Opinion • Validity • Fallacy • News reports • Editorials <p>Representative works:</p> <ul style="list-style-type: none"> • Martin Luther King's "Letter from Birmingham Jail" • Current events reporting from various media 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Analyze how an inference is developed (Finding most important details/ making connections between them/ synthesizing new information from what they suggest) • Explain the difference (Delineate) between relevant and irrelevant evidence to support inference • Formulate ideas and explain them in their own words to thoroughly support strongest evidence in a complex text • Develop a process by which students introduce other's ideas into their own • Make inferences (Fiction and non-fiction) Identify suggestive details from the text (ones that reveal but don't tell information) and make connections to what they already know about what those details mean. • Explain how the theme is shaped by evidence provided later on in the text (character's actions, interactions between characters, important events) • Examine how details connect and how they sharpen/ focus the theme • Choose the most important (not the most interesting) details to the theme and summarize them.

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	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.9-10.5. 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).</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.6. 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.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		



