

Idaho Extended Standards Draft  
Extended Content Indicators  
Grade 9  
Language Arts

Standard 1: Reading Process - Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	9.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	9.L.A.1.2	Acquire Concepts About Text	9.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c)		9.LA.1.2.1 A Identify similarities or differences in structure and format of informational/functional texts, pictures, and/or media.
			9.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)		9.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.

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Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	9.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	9.LA.1.4	Acquire Decoding Skills Using Word Parts	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	9.L.A.1.5	Acquire Decoding Skills Using Syllabication	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.1.6	Acquire Decoding Skills Using Context	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	9.L.A.1.7	Acquire Fluency	No objectives at this grade level.		No objectives at this grade level.

Standard 1: Reading Process - Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Extended Standard 1: Reading Process – Students apply their knowledge of word families and roots to determine meaning of new words encountered in reading. Students use expanded vocabulary gained from literature and content area text.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.1.8	Vocabulary and Concept Development	9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. (752.01.a)		9.LA.1.8.1 A Identify root words and the meaning of common affixes.
			9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)		9.LA.1.8.2 A Use context clues to determine the meaning of words.



Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Comprehension/Interpretation – Students read, understand, and respond to grade appropriate material. Students identify organizational patterns, authors' positions, and themes in expository and literary text. Students read and listen to a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. (752.05.d; 752.05.e; 752.05.f)		9.LA.2.1.1 A Interpret a single issue from different kinds of text to demonstrate understanding.
			9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.		9.LA.2.1.2 A Identify need for clarification or assistance when reading.
			9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.		9.LA.2.1.3 A Create a simple outline, notes, charts, and/or diagrams (Use simple templates).

Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Comprehension/Interpretation – Students read, understand, and respond to grade appropriate material. Students identify organizational patterns, authors' positions, and themes in expository and literary text. Students read and listen to a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.2.2	Acquire Skills to Comprehend Expository Text	9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).		9.LA.2.2.1 A Identify the main idea in informational text, e.g. newspapers, articles, speeches.
			9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). <a href="#">(752.05.c)</a>		9.LA.2.2.2 A Identify the purpose of simple communication formats (e.g. letters, directions, websites, etc)
			9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. <a href="#">(752.03.a)</a>		9.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.

Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Comprehension/Interpretation – Students read, understand, and respond to grade appropriate material. Students identify organizational patterns, authors' positions, and themes in expository and literary text. Students read and listen to a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.2.3	Acquire Skills for Comprehending Literary Text	9.LA.2.3.1 Read and respond to literature from a variety of genres.		9.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.
			9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)		9.L.A.2.3.2A Identify characters and their traits and/or actions.
			9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.		9.LA.2.3.3 A Identify a setting of a story and its influence on the meaning of the story.
			9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.		9.LA.2.3.4 A Identify a story's speaker.
			9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.		9.LA.2.3.5 A Identify the theme of a story.
			9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. (752.01.g)		9.LA.2.3.6 A Identify common idioms as figurative speech, i.e., symbolism.
			9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.		9.LA.2.3.7 A Identify the author's style based on the elements of a story, eg. word choice, themes, mood.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Extended Standard 3: Writing – Students use the steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafts for content, and editing of writing components.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.3.1	Acquire Prewriting Skills	9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)		9.LA.3.1.1A Generate ideas using simple, prewriting strategies.
			9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)		9.LA.3.1.2 A Generate a main idea appropriate to a type of writing.
			9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)		9.LA.3.1.3 A Use strategies for planning and organizing writing.
			9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)		9.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.
			9.LA.3.1.5 Produce a piece of writing within a set period of time.		9.LA.3.1.5 A Follow set time periods for producing a piece of writing.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Extended Standard 3: Writing – Students use the steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafts for content, and editing of writing components.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.LA.3.2	Acquire Skills for Writing a Draft	9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)		9.LA.3.2.1 A Use ideas generated in prewriting to write a draft.
			9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)		9.LA.3.2.2 A Produces a draft with a main idea and sequences supporting details.

**Standard 3: Writing** - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

**Extended Standard 3: Writing** – Students use the steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafts for content, and editing of writing components.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.3.3	Acquire Skills for Revising a Draft	9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)		9.LA.3.3.1 A Revise writing for clarity and effective sequencing.
			9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)		9.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.
			9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c)		9.LA.3.3.3 A Use a transition word to improve organization.
			9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)		9.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.
			9.LA.3.3.5 Use literary models to refine writing style. (753.02.b)		9.LA.3.3.5 A Use a literary model in a piece of writing.
			9.LA.3.3.6 Conference with others to improve writing. (753.01.a)		9.LA.3.3.6 A Conference with others to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Extended Standard 3: Writing – Students use the steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafts for content, and editing of writing components.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.3.4	Acquire Skills for Editing a Draft	9.LA.3.4.1 Use editing marks to indicate errors in conventions.		9.LA.3.4.1 A Edit for errors using common edit marks.
			9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. <a href="#">(753.02.a)</a>		9.LA.3.4.2 A Edit for errors.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Extended Standard 3: Writing – Students use the steps of the writing process. Emphasis areas include prewriting using organizational strategies, drafts for content, and editing of writing components.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.3.5	Acquire Skills to Publish Writing	9.LA.3.5.1 Publish improved draft.		9.LA.3.5.1 A Publish improved piece of writing.
			9.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)		9.LA.3.5.2 A Share writing with intended audience
			9.LA.3.5.3 Use appropriate technology to produce a final draft.		9.LA.3.5.3 A Use appropriate technology to create a final draft



Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Emphasis is on expository compositions in all content areas.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. (753.04.c)		9.LA.4.1.1 A Write and/or share narratives based on another person's experience.
			9.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)		9.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.

Standard 4: Writing Applications - Students use all five steps of the writing process. Emphasis areas including prewriting using organizational strategies, drafting for content, and editing for correct use of writing components.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Emphasis is on expository compositions in all content areas.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)		9.LA.4.2.1A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.
			9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a)		9.LA.4.2.2 A Participate in writing a brief research report with main idea and 3 details compiled through a research process.
			9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. (753.06.c)		9.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Emphasis is on expository compositions in all content areas.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.4.3	Acquire Persuasive Writing Skills	9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. (753.05.b; 753.05.c; 753.06.a)		9.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on expository writing that can be applied to all content areas.

Extended Standard 4: Writing Applications – Students write in a variety of formats using templates to generate, record, and reflect upon ideas. Emphasis is on expository compositions in all content areas.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	5.L.A.4.4	Acquire Skills for Literary Response	9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a)		9.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.
			9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style. (753.04.a; 753.04.b)		9.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Extended Standard 5: Writing Components – Students focus on the elements of writing. These elements include sentences, word choice, and conventions. Focus areas are organization of sentences to enhance meaning. Students develop a personal writing style and participate in the revising process. Students identify and use major conventions.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.5.1	Acquire Handwriting Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Extended Standard 5: Writing Components – Students focus on the elements of writing. These elements include sentences, word choice, and conventions. Focus areas are organization of sentences to enhance meaning. Students develop a personal writing style and participate in the revising process. Students identify and use major conventions.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.5.2	Acquire Spelling Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Extended Standard 5: Writing Components – Students focus on the elements of writing. These elements include sentences, word choice, and conventions. Focus areas are organization of sentences to enhance meaning. Students develop a personal writing style and participate in the revising process. Students identify and use major conventions.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9.L.A.5.3	Acquire Skills for Sentence Structure	9.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)		9.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.
			9.LA.5.3.2 Edit for agreement, word usage, and fluency. (753.02.b)		9.LA.5.3.2 A Edit for fluency in writing.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify the correct use of major conventions.

Extended Standard 5: Writing Components – Students focus on the elements of writing. These elements include sentences, word choice, and conventions. Focus areas are organization of sentences to enhance meaning. Students develop a personal writing style and participate in the revising process. Students identify and use major conventions.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	5.L.A.5.4	Acquire Skills for Using Conventions	9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)		9.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in simple and compound sentences.
			9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)		9.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.



Standard 6: Communication - Goals and objectives for this standard included in Grade 9-12 Speech.

Extended Standard 6: Communication - Students participate in delivering presentations that convey ideas related to the background and interests of the audience. Students use listening skills to understand the meaning of content in communications. Students use viewing skills to comprehend visually or kinesthetic information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9-12. Spch.6.1	Acquire	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.		
			9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.		
			9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.		
			9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.		
			9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).		

Standard 6: Communication –

Extended Standard 6: Communication - Students participate in delivering presentations that convey ideas related to the background and interests of the audience. Students use listening skills to understand the meaning of content in communications. Students use viewing skills to comprehend visually or kinesthetic information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9-12. Spch.6.2	Acquire	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.		
			9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.		
			9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.		
			9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.		
			9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.		
			9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.		
			9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.		

			9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.		
			9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.		
			9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.		

**Standard 6: Communication** - Students deliver well-organized presentations that convey ideas clearly and relate to the background and interests of the audience. Students use active listening skills to comprehend the content of oral communication. Students use viewing skills to effectively comprehend visually-presented information.

**Extended Standard 6:** Students participate in delivering presentations that convey ideas related to the background and interests of the audience. Students use listening skills to understand the meaning of content in communications. Students use viewing skills to comprehend visually or kinesthetic information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	9-12. Spch.6.3	Acquire Viewing Skills	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).		
			9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.		
			9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.		
			9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.		
			9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.		