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# **NAF Grade 10**

# **Global Health**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



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**Global Health**

**Prerequisite :** NAF Health Careers Exploration

**Course Description:** Global Health introduces students to public health on a global scale. Focus is on studying different societies, the relationship between health and socioeconomic development, how environmental, nutritional, and behavioral risk factors jeopardize health and how communities, government, and cooperative global efforts can intervene to improve health. This curriculum needs to be taught by a certified Health and Physical Education teacher.

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Year-at-a-glance

**Basic Principles of Global Health** - describe important measures of health status, identify diseases and health conditions that have a major global health impact, explain the importance of preventative measures, and describe how demographic transition and epidemiological transition changes as countries develop economically.

**Health and Society** - explain the relationship between health and basic human rights, generalize the relationship between health and socioeconomic development for a country, and identify organizations that promote and improve global health,

**Risk Factors and Disease** - identify the main environmental risk factors that affect health, describe the relationship between environmental risk factors and a major disease, identify the health determinants that most frequently come into play in malnutrition, and describe the general relationship between risky behavior and disease, and explain how risky behaviors can impact an entire population.

**Preventative and Curative Intervention** - identify and describe criteria for judging the effectiveness of an intervention, explain how education, promotion, and communication can be used effectively in intervention programs, and display an understanding of the underlying determinants, risk factors, and intervention strategies that form the basis of global health initiatives.

**End of Year Exam and Culminating Project** -

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b><u>Lesson 1:</u></b></p> <p><b>Course Introduction</b></p> <p>Introduction to the course by giving students a chance to view an example of the culminating project they will be creating during the course.</p>		<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● disease</li> <li>● global health</li> <li>● health</li> <li>● lymphatic filariasis (LF)</li> <li>● population</li> <li>● taxonomy</li> </ul>	<p><b>Anticipation Guides</b></p> <p><b>Course Notebook: (Note Taking Worksheets for each lesson)</b></p> <p><b>Taxonomy of health care- related terms</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Student Resource activities and projects (available online).</b></p>	<p><b>2 classes</b></p>
<p><b><u>Lesson 2:</u></b></p> <p><b>What Is Health?</b></p>	<p><b>CC</b></p> <p><b>See attached standards addressed</b></p> <p><b>(National Healthcare Foundation Standards, 2015)</b></p> <p><b>1.31</b></p> <p><b>1.32</b></p> <p><b>11.31</b></p> <p><b>11.33</b></p>	<ul style="list-style-type: none"> <li>● disability</li> <li>● epidemiology</li> <li>● health-adjusted life expectancy (HALE)</li> <li>● incident rate of a disease</li> <li>● infant mortality rate</li> <li>● life expectancy at birth</li> <li>● maternal mortality rate</li> <li>● morbidity</li> <li>● mortality</li> <li>● neonatal mortality rate</li> <li>● prevalence of a health condition</li> <li>● under-5 mortality rate</li> </ul>	<p><b>Note Taking Worksheet(Outline)</b></p> <p><b>Health Status Indicators Worksheet</b></p> <p><b>Assignment: Creating Tables &amp; Graphs in Excel</b></p> <p><b>Vocab Quiz # 1</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Student Resource activities and projects (available online).</b></p>	<p><b>4 classes</b></p>

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<p><b><u>Lesson 3:</u></b></p> <p><b>Types of Injury and Disease</b></p>		<ul style="list-style-type: none"> <li>● cardiovascular disease</li> <li>● cerebrovascular disease</li> <li>● communicable disease</li> <li>● fomite</li> <li>● genocide</li> <li>● ischemic heart disease</li> <li>● lower respiratory infection</li> <li>● mode of transmission</li> <li>● noncommunicable disease pandemic</li> <li>● public service announcement (PSA)</li> <li>● respiratory disease</li> </ul>	<p><b>Stations: Facts about Common Communicable/Non-communicable Disease</b></p> <p><b>Note Taking: Injuries</b></p> <p><b>Venn Diagram: Communicable and Noncommunicable Disease</b></p> <p><b>Assignment: Demographic Exploration Maps</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Student Resource activities and projects (available online).</b></p>	<p><b>5 classes</b></p>
<p><b><u>Lesson 4:</u></b></p> <p><b>World Populations and Disease</b></p>		<ul style="list-style-type: none"> <li>● degenerative</li> <li>● demographic transition</li> <li>● epidemiological transition</li> <li>● genetic predisposition</li> <li>● pestilence</li> <li>● population aging</li> <li>● population pyramid</li> <li>● socioeconomic</li> <li>● urbanization</li> <li>● vulnerable population</li> </ul>	<p><b>Graphs: Socioeconomic Development and Causes of Death</b></p> <p><b>Note Taking: Demographic Transition (3 Stages) &amp; Population Pyramids</b></p> <p><b>Stages of Epidemiological Transition Activity</b></p> <p><b>Vulnerable Populations Writing Assignment</b></p> <p><b>Assignment: Population Health Report</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Student Resource activities and projects (available online).</b></p>	<p><b>5 classes</b></p>

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<p><b>Lesson 5:</b></p> <p><b>Human Rights, Ethics, and Global Health</b></p>		<ul style="list-style-type: none"> <li>● antiretroviral</li> <li>● autonomy</li> <li>● AZT (Zidovudine)</li> <li>● beneficence</li> <li>● dignity</li> <li>● ethics</li> <li>● human rights</li> <li>● informed consent</li> <li>● justice</li> <li>● NGO (Nongovernmental Organization)</li> <li>● retrovirus</li> <li>● scarce</li> <li>● UNICEF/USAID</li> </ul>	<p><b>Scenarios: Human Rights Violations</b></p> <p><b>Scenarios: Distribution of Scarce Resources</b></p> <p><b>Analysis: Ethical Guidelines in Refugee Camps</b></p> <p><b>Research Finding Chart: Human Rights and Health Initiatives</b></p> <p><b>Scenarios: Distribution of Scarce Resources</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p>	<p><b>4 classes</b></p>
<p><b>Lesson 6:</b></p> <p><b>Health and Socioeconomic Development</b></p>		<ul style="list-style-type: none"> <li>● adult literacy rate</li> <li>● disparity</li> <li>● equity</li> <li>● exacerbate</li> <li>● functional literacy</li> <li>● gross domestic product (GDP)</li> <li>● inequity</li> <li>● remedy</li> <li>● school life expectancy</li> <li>● social justice</li> <li>● socioeconomic status</li> </ul>	<p><b>Vocab Quiz # 2</b></p> <p><b>Note Taking: Health and Socioeconomic Development</b></p> <p><b>PSA Research Project</b></p> <p><b>Stations: Organizations That Support Global Health</b></p>	<p><b>Teacher prepared tests, quizzes, etc.</b></p> <p><b>Student Resource activities and projects (available online).</b></p>	<p><b>5 classes</b></p>

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<p><b><u>Lesson 7:</u></b></p> <p><b>Introduction to Health Determinants</b></p>		<ul style="list-style-type: none"> <li>● case study</li> <li>● causation</li> <li>● correlation</li> <li>● health determinant</li> </ul>	<p><b>Analysis: Causation and Correlation</b></p> <p><b>Note Taking: Culture as a Health Determinant</b></p> <p><b>Personal Analysis: Culture as a Health Determinant</b></p> <p><b>Inventory: Personal Health Determinants</b></p> <p><b>Vocab Quiz # 3</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>5 classes</b></p>
<p><b><u>Lesson 8:</u></b></p> <p><b>Environmental Risk Factors</b></p>		<ul style="list-style-type: none"> <li>● biomass</li> <li>● dehydration</li> <li>● dignity</li> <li>● electrolyte</li> <li>● infrastructure</li> <li>● particulate matter (PM)</li> <li>● scarce resources</li> </ul>	<p><b>Note Taking: Environmental Risk Factors Related to Sanitation, Water, and Hygiene</b></p> <p><b>Note Taking: Air Pollution</b></p> <p><b>Global Health Detective: Environmental Statistics</b></p> <p><b>Launch Letter: Global Health Summit (Project Overview)</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>5 classes</b></p>

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<p><b><u>Lesson 9:</u></b></p> <p><b>Nutritional Risk Factors</b></p>		<ul style="list-style-type: none"> <li>● body mass index (BMI)</li> <li>● complementary food</li> <li>● fortify</li> <li>● malnutrition</li> <li>● micronutrient deficiency</li> <li>● obese</li> <li>● preconception</li> <li>● premature baby</li> <li>● protein-energy malnutrition</li> <li>● stunted</li> <li>● undernourished</li> <li>● underweight</li> <li>● wasted</li> </ul>	<p><b>Matching: Malnutrition Activity</b></p> <p><b>Correlations: Health Determinants and Malnutrition</b></p> <p><b>Stations: Online Obesity (Calculating BMI) &amp; The Malnutrition Cycle Assignment</b></p> <p><b>Vocab Quiz # 4</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p>	<p><b>4 classes</b></p>
<p><b><u>Lesson 10:</u></b></p> <p><b>Behavioral Risk Factors</b></p>		<ul style="list-style-type: none"> <li>● commercial sex worker</li> <li>● conditional cash-transfer program</li> <li>● emphysema</li> <li>● protective assets</li> <li>● risky behaviors</li> <li>● sexually transmitted infection (STI)</li> </ul>	<p><b>Note Taking: Risky Behaviors and Health Outcomes &amp; Behavioral Risk Factors</b></p> <p><b>Vignettes: Health Determinants and Risky Behaviors</b></p> <p><b>Assignment: Concept Map</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>5 classes</b></p>

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<p><b><u>Lesson 11:</u></b></p> <p><b>Community and Policy Health Interventions</b></p>		<ul style="list-style-type: none"> <li>● community-based intervention</li> <li>● comply</li> <li>● evaluation</li> <li>● legislation</li> <li>● mandate</li> <li>● policy intervention</li> <li>● population</li> <li>● primary prevention</li> <li>● repeal</li> <li>● secondary prevention</li> <li>● social marketing</li> <li>● tertiary prevention</li> </ul>		<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>4 classes</b></p>
<p><b><u>Lesson 12:</u></b></p> <p><b>Cooperative Efforts to Improve Global Health</b></p>		<ul style="list-style-type: none"> <li>● adverse</li> <li>● cholera</li> <li>● complex-humanitarian emergency</li> <li>● creed</li> <li>● famine</li> <li>● graphic narrative</li> <li>● innovation</li> <li>● internally displaced person</li> <li>● natural disaster</li> <li>● quarantine</li> <li>● refugee</li> <li>● severe acute respiratory syndrome (SARS)</li> <li>●</li> </ul>		<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>3-4 classes</b></p>

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<p><b><u>Lesson 13:</u></b></p> <p><b>Developing the Case for a Health Issue</b></p>		<ul style="list-style-type: none"> <li>•</li> </ul>		<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>5 classes</b></p>
<p><b><u>Lesson 14:</u></b></p> <p><b>Project Presentation</b></p>		<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>		<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p> <p><b>Teacher prepared tests, quizzes, etc.</b></p>	<p><b>6 classes</b></p>
<p><b><u>Lesson 15:</u></b></p> <p><b>Working in Global Health and Course Closure</b></p>		<ul style="list-style-type: none"> <li>• Entry Level</li> <li>• Soft Skills</li> </ul>	<p><b>Public Health Fair</b></p> <p><b>Project Presentation (Upload &amp; Reflection)</b></p> <p><b>End of Year Exam</b></p>	<p><b>Student Resource activities and projects (available online).</b></p> <p><b>Templates</b></p>	<p><b>2 - 3 classes</b></p>

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				<b>Teacher prepared tests, quizzes, etc.</b>	

**AOHS Health Careers Exploration**

**\*\*\* Please see attached correlations to the Common Core Standards for the Global Health Curriculum**

**AOHS: Global Health**

**Correlations to ELA and Math Common Core State Standards**

NAF is committed to providing teachers with the tools they need to meet 21st century classroom challenges. In this effort we have correlated NAF courses to Common Core State Standards to help your students prepare for college and careers.

The tables below list the lessons that meet Common Core State Standards for ELA and Math. As with any set of standards, some are open to interpretation, and we made every effort to provide a list that will best serve your needs. We consider a standard to apply when the curriculum offers the opportunity for you to assess the student’s ability to meet it. For each standard that is completely met by a lesson, we’ve indicated that with a Ö.

In some cases, a standard is composed of a main statement and subordinate parts (designated by sections “a,” “b,” “c,” etc.). If we believe the lesson meets the main statement and most of the parts of this standard, we’ve indicated that with a Ö. If we believe the lesson may meet the main statement and does meet up to half of the parts of this standard, we’ve indicated that with a P (for partial).

**ELA Common Core State Standards**

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Standard#	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Reading Standards for Informational Text</b>																
<b>Grade 9-10 Standard 1</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>		√	√	√	√	√	√	√	√	√	√	√	√		
<b>Grade 9-10 Standard 2</b>	<b>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.</b>		√	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Grade 9-10 Standard 3</b>	<b>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.</b>		√	√	√	√		√	√	√	√	√		√		√
<b>Grade 9-10 Standard 4</b>	<b>Determine the meaning of words and phrases as they are used in the 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).</b>		√	√	√	√	√	√		√	√	√	√			√
<b>Grade 9-10 Standard 5</b>	<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).</b>				√	√		√			√				√	

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<b>Grade 9-10 Standard 6</b>	<b>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.</b>				√	√	√	√			√	√	√	√		
<b>Grade 9-10 Standard 7</b>	<b>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.</b>			√		√			√							
<b>Grade 9-10 Standard 8</b>	<b>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.</b>					√					√			√		
<b>Grade 11-12 Standard 1</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b>		√	√	√	√	√	√	√	√	√	√	√	√		
<b>Grade 11-12 Standard 2</b>	<b>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summary of the text.</b>		√	√	√	√	√	√	√	√	√	√	√	√	√	√
<b>Grade 11-12 Standard 3</b>	<b>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b>		√	√	√	√		√	√	√	√	√		√		√
<b>Grade 11-12 Standard 4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over</b>		√	√	√	√	√	√		√	√	√	√			√

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	the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).															
Grade 11-12 Standard 5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.				√	√		√			√				√	
Grade 11-12 Standard 6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.				√	√	√	√			√	√	√	√		
Grade 11-12 Standard 7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			√		√			√							
<b>Writing Standards</b>																
Grade 9-10 Standard 1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. 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.</p> <p>b. 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.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify</p>			P							√					

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	<p>the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>																
<p><b>Grade 9-10 Standard 2</b></p>	<p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</b></p> <p><b>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</b></p> <p><b>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p> <p><b>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></p>		P	P	√	√	P	√	P	P	√	P	P		√	√	

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<p><b>Grade 9-10 Standard 3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>						P	P					P		√	P
<p><b>Grade 9-10 Standard 4</b></p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√
<p><b>Grade 9-10 Standard 5</b></p>	<p>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.</p>			√	√			√	√	√	√	√		√	√	

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<p><b>Grade 9-10 Standard 7</b></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			√	√	√	√		√		√		√	√	√	√
<p><b>Grade 9-10 Standard 8</b></p>	<p>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, avoiding plagiarism and following a standard format for citation.</p>				√	√			√		√					
<p><b>Grade 9-10 Standard 9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9-10 Reading standards</i> to literature (e.g., “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>b. Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.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”).</p>									P						
<p><b>Grade 9-10 Standard 10</b></p>	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</p>					√							√	√		

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	frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.																
<p><b>Grades 11-12 Standard 1</b></p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>			P		P				√							

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<p><b>Grades 11-12 Standard 2</b></p>	<p><b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p><b>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</b></p> <p><b>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</b></p> <p><b>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p> <p><b>f. Provide a concluding statement or section that follows form and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></p>		P	P	√	√	P	√	P	P	√	P	P		√	√
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<p><b>Grades 11-12 Standard 3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>						P	P			√		P		√	P
<p><b>Grades 11-12 Standard 4</b></p>	<p>Produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√
<p><b>Grades 11-12 Standard 5</b></p>	<p>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.</p>				√	√			√	√	√	√	√		√	√

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<p><b>Grades 11-12 Standard 7</b></p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			√	√	√	√		√		√		√	√	√	√
<p><b>Grades 11-12 Standard 8</b></p>	<p>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, avoiding plagiarism and following a standard format for citation.</p>				√	√			√		√					
<p><b>Grades 11-12 Standard 10</b></p>	<p>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><b>Speaking and Listening Standards</b></p>																

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<p><b>Grades 9-10 Standard 1</b></p>	<p><b>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.</b></p> <p><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>b. 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.</b></p> <p><b>c. 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.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the</b></p>	P	P	P	√	√	P	P	√	√	P	√	√	√	√	P
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	evidence and reasoning presented.															
<b>Grades 9-10 Standard 2</b>	<b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</b>			√		√	√		√	√					√	
<b>Grades 9-10 Standard 3</b>	<b>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>	√		√	√	√			√				√		√	√
<b>Grades 9-10 Standard 4</b>	<b>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.</b>		√	√	√	√	√	√	√	√	√		√		√	
<b>Grades 9-10 Standard 5</b>	<b>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.</b>				√	√	√				√		√		√	
<b>Grades 9-10 Standard 6</b>	<b>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</b>					√			√						√	√

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<p><b>Grades 11-12 Standard 1</b></p>	<p><b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b></p> <p><b>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</b></p> <p><b>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</b></p> <p><b>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</b></p>	P	P	P	√	√	P	P	√	√	√	√	√	√	√
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<p><b>Grades 11-12 Standard 2</b></p>	<p><b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p>			√		√	√		√	√					√	
<p><b>Grades 11-12 Standard 3</b></p>	<p><b>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p>	√		√	√	√			√			√			√	√
<p><b>Grades 11-12 Standard 4</b></p>	<p><b>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p>		√	√	√	√	√	√	√	√	√	√			√	
<p><b>Grades 11-12 Standard 5</b></p>	<p><b>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.</b></p>				√	√	√				√		√		√	
<p><b>Grades 11-12 Standard 6</b></p>	<p><b>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</b></p>				√				√						√	√

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Language Standards																	
Grades 9-10 Standard 1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations.</p>				√				√			√	P			√	√
Grades 9-10 Standard 2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>			P	P	P	P	P	P	P	P	√	P			√	√
Grades 9-10 Standard 3	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>											√				√	

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<p><b>Grades 9-10 Standard 4</b></p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		P	P	P	P		P	P	√	P	P	P				
<p><b>Grades 9-10 Standard 5</b></p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>						P		P								

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<p><b>Grades 9-10 Standard 6</b></p>	<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		√	√	√	√	√	√	√	√	√	√	√			√
<p><b>Grades 11-12 Standard 1</b></p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting reference (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>			√			P			√	P				√	P
<p><b>Grades 11-12 Standard 2</b></p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>			P	P	P	P	P	P	P	P	√	P		√	√
<p><b>Grades 11-12 Standard 3</b></p>	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufet's Artful Sentences</i>) for guidance as needed;</p>														√	

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	apply an understanding of syntax to the study of complex tasks when reading.																
Grades 11-12 Standard 4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		P	P	P	P		P	P	√	P	P	P				
Grades 11-12 Standard 5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>							P		P	√						

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<b>Grades 11-12 Standard 6</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>			√	√	√	√	√	√	√	√	√	√			√
<b>Reading Standards for Literacy in History/Social Studies</b>																
<b>Grades 9-10 Standard 1</b>	<b>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</b>			√	√	√			√	√	√	√	√			
<b>Grades 9-10 Standard 2</b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>			√	√	√	√	√	√	√	√	√	√			
<b>Grades 9-10 Standard 3</b>	<b>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</b>			√	√	√		√	√		√	√				
<b>Grades 9-10 Standard 4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</b>			√	√	√	√	√	√	√	√	√	√			
<b>Grades 9-10 Standard 5</b>	<b>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</b>				√	√		√			√					
<b>Grades 9-10 Standard 6</b>	<b>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</b>					√					√					

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<b>Grades 9-10 Standard 7</b>	<b>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</b>			√	√		√		√	√		√	√			
<b>Grades 9-10 Standard 8</b>	<b>Assess the extent to which the reasoning and evidence in a text support the author’s claims.</b>				√	√		√	√		√					
<b>Grades 9-10 Standard 9</b>	<b>Compare and contrast treatments of the same topic in several primary and secondary sources.</b>					√			√		√	√				
<b>Grades 11-12 Standard 1</b>	<b>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</b>			√	√	√			√	√	√	√	√			
<b>Grades 11-12 Standard 2</b>	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</b>			√	√	√	√	√	√	√	√	√	√			
<b>Grades 11-12 Standard 3</b>	<b>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</b>			√	√	√		√	√		√	√				
<b>Grades 11-12 Standard 4</b>	<b>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</b>			√	√	√	√	√		√	√	√	√			
<b>Grades 11-12 Standard 5</b>	<b>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</b>				√	√		√			√					

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<b>Grades 11-12 Standard 6</b>	<b>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</b>					√										
<b>Grades 11-12 Standard 7</b>	<b>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</b>			√	√		√		√	√	√	√	√			
<b>Grades 11-12 Standard 8</b>	<b>Evaluate an author's premises, claims, and evidence by corroboration or challenging them with other information.</b>					√			√		√					
<b>Grades 11-12 Standard 9</b>	<b>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</b>					√			√			√				
<b>Reading Standards for Literacy in Science and Technical Subjects</b>																
<b>Grades 9-10 Standard 1</b>	<b>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</b>			√	√				√							
<b>Grades 9-10 Standard 2</b>	<b>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</b>			√	√											
<b>Grades 9-10 Standard 3</b>	<b>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</b>		√							√						

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<b>Grades 9-10 Standard 4</b>	<b>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</b>								√	√						
<b>Grades 9-10 Standard 5</b>	<b>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</b>			√					√	√						
<b>Grades 9-10 Standard 6</b>	<b>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</b>		√	√					√	√						
<b>Grades 9-10 Standard 7</b>	<b>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</b>		√						√	√						
<b>Grades 11-12 Standard 1</b>	<b>Cite specific textual evidence to support analysis of science and technical text, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</b>			√	√				√							
<b>Grades 11-12 Standard 2</b>	<b>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information represented in a text by paraphrasing them in simpler but still accurate terms.</b>			√	√											
<b>Grades 11-12 Standard 3</b>	<b>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</b>		√							√						



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<p><b>Grades 9-10 Standard 1</b></p>	<p>Write arguments focused on <i>discipline-specific</i> content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counter claims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>			<p>P</p>							<p>√</p>						
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<p><b>Grades 9-10 Standard 2</b></p>	<p><b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b></p> <p><b>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</b></p> <p><b>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</b></p> <p><b>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></p> <p><b>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</b></p>		P	P	√	√	P	P	P	P	√	P	P		√	√
<p><b>Grades 9-10 Standard 4</b></p>	<p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√

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<b>Grades 9-10 Standard 5</b>	<b>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.</b>				√	√			√	√	√	√	√		√	√
<b>Grades 9-10 Standard 7</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>			√	√	√	√		√		√		√	√	√	√
<b>Grades 9-10 Standard 8</b>	<b>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, avoiding plagiarism and following a standard format for citation.</b>				√	√			√				√			
<b>Grades 9-10 Standard 9</b>	<b>Draw evidence from informational texts to support analysis, reflection, and research.</b>			√		√	√		√							
<b>Grades 9-10 Standard 10</b>	<b>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>					√							√	√		

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<p><b>Grades 11-12 Standard 1</b></p>	<p>Write arguments focused on <i>discipline-specific</i> content.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>			<p>P</p>							<p>√</p>						
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<p><b>Grades 11-12 Standard 2</b></p>	<p><b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b></p> <p><b>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</b></p> <p><b>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</b></p> <p><b>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</b></p> <p><b>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</b></p>		P	P	√	√	P	P	P	P	√	P	P		√	√
<p><b>Grades 11-12 Standard 4</b></p>	<p><b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>		√	√	√	√	√	√	√	√	√	√	√	√	√	√

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<b>Grades 11-12 Standard 5</b>	<b>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.</b>				√	√			√	√	√	√	√			
<b>Grades 11-12 Standard 7</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>			√	√	√	√		√		√		√	√	√	√
<b>Grades 11-12 Standard 8</b>	<b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b>				√	√			√				√			
<b>Grades 11-12 Standard 9</b>	<b>Draw evidence from informational texts to support analysis, reflection, and research.</b>			√		√	√		√							
<b>Grades 11-12 Standard 10</b>	<b>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>					√								√	√	







































