# Module Standards

Kentucky Academic Standards

## Reading Literary

RL.10.10 By the end of the year, flexibly use a variety of comprehension strategies

(i.e.,questioning, monitoring, visualizing, inferencing, summarizing, synthesizing,

using prior knowledge, determining importance) to read, comprehend and

analyze grade-level appropriate, complex literary texts independently and

proficiently.

## Reading Informational

RI.10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.2 Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

RI.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.

RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined.

RI.10.7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

Technology: Apply a research process model (e.g., Big6, Research Cycle) to conduct online research

• select and evaluate appropriateness of information (authenticity) from a variety of resources, including online research databases,online catalogs/virtual library and web sites to answer the essential questions

• evaluate the accuracy and appropriateness of electronic information and correctly note the appropriate

citations (e.g., APA, MLA) .

RI.10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.

RI.10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

## Communication (Writing)

C:C.10.1.c 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.

C.10.1.d Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.

C.10.1.e Establish and maintain a task appropriate writing style.

C.10.1.f Provide a concluding statement or section that follows from and supports the argument presented.

C.10.1.g 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.

C.10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

C.10.2.b Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and

multimedia when useful to aiding comprehension.

C.10.3 Use narratives strategically in other modes of writing, utilizing effective

technique, well-chosen details and well-structured sequences for an intended

purpose, including but not limited to introducing an idea and/or supporting a

claim.

C.10.3.a Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.

C.10.3.b 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 analysis of content.

C.10.3.c Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

C.10.3.d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

C.10.3.e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.

C.10.4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

## History 1877 to Present

HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.

HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

## Technology

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.

3.6 Students demonstrate the ability to make decisions based on ethical values.

4.3 Students individually demonstrate consistent, responsive, and caring behavior.

4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.

4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view.

6.1 Students connect knowledge and experiences from different subject areas.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

## Visual Arts

VA: Cn11.1.1 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art ordesign.

VA: Cr2.1.III Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme,idea, or concept.

VA: Cr2.2.III Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.

VA: Cr2.3.III Demonstrate in works of art or design how visual and material culture defines,shapes, enhances, inhibits,and/or empowers people's lives.

## Health

Standard 4: Demonstrate responsible personal and social behavior that exhibits respect for self and others.

HS.1.9 Summarize how to make healthy selections when dining out

HS.S4.1 Interact positively in social and group interactions through the use of

communication skills, critical thinking, accountability and leadership in a physical activity setting.

HS.S4.2 Demonstrate respect for others’ diversity while participating in sports.

HS.1.8 Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.

HS.S4.3 Apply conflict resolution/mediation skills when participating in sports and/or recreational activities.