

New Mexico Curriculum Framework Language Arts – Ninth Grade

Correlated to
Career Choices, Possibilities and Instructor’s Guide

Ninth Grade Benchmarks	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor’s Guide, 6th Edition</i>
Reading and Listening for Comprehension – Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.			
Benchmark I-A: Listen to, read, react to, and analyze information			
1. Narrate experiences that offer: scenes and incidents located effectively in time and place; impressions of being in a setting and a sense of engagement in the events occurring; appreciation for the significance of the account; a sense of the narrator’s personal voice	12-13, 14, 44-45, 70-72, 156-157, 186-191, 196-199	42, 44, 54-56, 89, 102, 125, 160-162, 171, 208-211, 224, 226, 261, 275	4/9, 4/18, 4/77, 4/93-4/94, 4/114
2. Instruct an audience in how to perform a specific operation or procedure by: considering the audience’s degree of knowledge or understanding; providing complete and accurate information; using visuals and media to make effective presentations and products; using layout and design elements to enhance presentations and products	46-48, 132-134, 147, 150, 162-165, 246	279-283	4/13-4/14, 4/16, 4/27-4/28, 4/150, 7/1-7/5
3. Form and refine a question for investigation using a topic or personal choices and answer that question by: deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media); prioritizing and organizing information; incorporating effective media and technology to inform or explain; reporting in an appropriate form for a specified audience	Practiced throughout text	Journal entries and follow-up questions throughout text	2/10-2/14, 3/8-3/12, 4/1-4/170
Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum			
1. Use a variety of techniques for researching topics including: cross-referencing while gathering information; summarizing dialogue; using news sources (e.g., newspapers, magazines, TV, radio, videotapes, Internet, email, government publications, microfiche, other library resources)	120, 144-165, 203-207, 222-223, 254-255, 262-263, 266-283	29-32, 38, 79, 94, 106-107, 110, 164-165, 174-177, 207, 215, 253, 261, 272	4/76, 4/78, 4/86-4/105, 4/115, 4/139, 4/146, 4/155, 4/157, 4/162-4/169, 6/36-6/40
2. Synthesize a variety of types of visual information including pictures and symbols		11-18, 44-45, 125, 208, 279-283	4/6, 4/10-4/11, 4/17, 4/112, 6/41-6/48

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Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems			
1. Examine texts for arguments and develop informed opinions by: examining relevant reason and evidence; noting the progression of ideas that substantiate the proposal; analyzing the style, tone, and use of language for a particular effect; identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases; identifying and analyzing rhetorical strategies that support proposals	13, 50-53, 106-110, 121, 162-165, 170-174, 185, 204-205, 222	21-23, 25-26, 29-32, 38, 41, 47-56, 58, 63, 66, 72, 76-78, 80-86, 88-89, 112-117, 142-162, 178-211, 239, 247, 254-261	2/10-2/14, 4/32, 4/33-4/35, 6/41-6/48, 10/5-10/6
2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments	52-53, 120, 197-199, 231-235, 236-237	25, 29-32, 38, 41-42, 91, 165, 208, 251, 261	4/21, 4/25, 4/44-4/45, 4/62, 4/70, 4/76, 4/89-4/90, 4/128, 4/137, 4/149-4/157, 4/159, 4/162, 6/67-6/68, 10/5-10/6
3. Create and use criteria to evaluate the effectiveness of communication	183-185, 197-199		4/118, 4/124
4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures	26-27, 172-177, 186-190		4/16-4/17, 4/92-4/93, 4/111-4/113, 4/120-4/121
Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.			
1. Explain meaning, describe processes, and answer research questions to inform others by: demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection; demonstrating comprehension of major ideas; summarizing major steps; determining accuracy and clarity of the selection	Practiced throughout text and through online activities	Practiced throughout text through journal entries and follow-up questions	2/10-2/14, 3/8-3/12, 4/85-4/106, 7/6-7/14
2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms	Practiced throughout text	Practiced throughout text through journal entries and follow-up questions	2/10-2/14, 3/8-3/12
3. Accurately interpret information from and detect inconsistencies in a variety of information, literary, and technical texts	Practiced throughout text	Practiced throughout text through journal entries and follow-up questions	2/10-2/14, 3/8-3/12
4. Scan reading selections to determine whether a text contains relevant information	Practiced in online activities		4/90-4/91
5. Use discussion with peers as a way of understanding information	Practiced in discussions and activities throughout text	21-23, 39-32, 85, 88-89, 239, 247	Discussions throughout, 2/10-2/14, 4/32, 4/42, 4/68, 10/5-10/6
6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video)	Online activities relating to career research and planning	173-177	4/1-4/170, 7/1-7/14

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Writing and Speaking for Expression – Content Standard II: Students will communicate effectively through speaking and writing.			
Benchmark II-A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language.			
1. Evaluate personal effectiveness in group discussions and make corrections as necessary	Practiced in class discussions throughout text	21-23, 29-32, 85, 88-89, 239, 247	4/30, 4/32, 4/42, 4/43, 4/68, 4/69, 4/70, 4/84, 4/162, 10/5-10/6
2. Ask questions to broaden and enrich discussions	120, 238-241, 254-255, 262-263	79, 94, 106-107, 164-165, 215	4/76, 4/91-4/101, 4/146, 4/155, 10/4-10/5
3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest	Practiced in class discussions throughout text	21-23, 29-32, 85, 88-89, 239, 247	4/32, 4/42, 4/43, 4/68, 4/69, 4/70, 4/84, 10/5-10/6
4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose	52-53, 120	25, 29-32, 38, 41-42, 165, 208, 251, 261	4/30, 4/33, 4/62, 4/89-4/90, 4/137, 4/146-4/147, 4/159, 4/162, 6/67-6/68, 10/5
Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade.			
1. Use jargon and/or lingo appropriate for a specific purpose and audience	158-159, 250-253, 254-255, online activities	54-56, 88-89, 93-94, 260-261, 271-272, 278-283	
2. Use descriptive language to create images in the mind of the audience		21-23, 25-26, 29-32, 36, 41-42, 54-56, 68-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 165, 173-177, 208-211, 213, 215, 219-220, 224, 246-247, 250-251, 278-283	
3. Compose written arguments that develop and support informed opinions by: stating a progression of ideas; selecting appropriate style, tone, and use of language for a particular effect; describing and analyzing personal, social, historical, and cultural influences; presenting rhetorical strategies to support the proposal	144-165, 266-282	29-32, 38, 79, 94, 106-107, 110, 164-165, 174-177, 207, 215, 253, 261, 272	4/85-4/105, 4/161-4/169
4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English	Vocabulary throughout (see <i>Workbook for Career Choices</i>)	22-23, 67-68, 165, 207, 263	4/4, 4/18, 4/145, 6/49-6/54

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Literature and Media – Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.			
Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures.			
1. Compare words and symbols that express a universal theme and reflect upon personal perspective and response	Theme of entire text	Theme of entire text	2/10-2/14, 3/8-3/12
2. Analyze the way in which literature and media are related to the themes and issues of their historical context	74-75	21-22, 25-26, 36, 41-42, 54-56, 58, 84-86, 103-107, 110-111, 116-117, 124-126, 171, 172-177, 221-224, 238-239, 247, 251	2/10-2/14, 4/43
3. Respond to a variety of literary works and media (e.g., memoirs, vignettes, narratives, diaries, newspaper, movies) that offer an audience: an understanding of a student's personal reactions; a sense of how the reaction results from careful consideration of the text; an awareness of how personal and cultural influences affect the response	Theme of entire text	Theme of entire text	2/10-2/14, 3/8-3/12
Benchmark III-B: Understand literary elements, concepts, and genres.			
1. Demonstrate an understanding of why certain literary works may be considered classics	222	22-23, 25-26, 41, 47-56, 58, 63, 66, 72, 76-78, 80-86, 87-88, 112-117, 178-211, 254-261	2/10-2/14
2. Compare and contrast the presentation or similar themes across genres to explain how the selection of genre shapes the theme or topic	The integration of <i>Career Choices</i> with <i>Possibilities</i>	208-211, 213, 216-219, 228-238, 240-248	2/10-2/14, 4/1-4/170
3. Make thematic connections between literary works and contemporary issues	The integration of <i>Career Choices</i> with <i>Possibilities</i>	Journal entries and follow-up questions throughout; 17-18, 29-32, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136-137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 279-283	2/10-2/14, 4/1-4/170
4. Explain the effects of point of view on the reader's understanding of a literary work	50-53	29-32, 38	4/32, 4/33-4/35