

ENGLISH/LANGUAGE ARTS: GRADE 9**Grade:** 9**Academic Standard:** 9.1**Academic Standard Indicator:** 9.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand the origins of words.

Suggestion for Integrating International

Content: Have students research color terms in several foreign languages to see if they share or differ in having literal vs. figurative meanings commonly associated with color terminology. **Example:** *White* in English and Japanese. Then have students choose non-food words in English that are known to be borrowed from another language to see if their meanings have remained the same in English or not. **Examples:** English *cipher*; Arabic *zifr*; English *cruise*; Dutch *kruizen*.

Grade: 9**Academic Standard:** 9.1**Academic Standard Indicator:** 9.1.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Vocabulary and Concept Development: Identify and use the literal and figurative meanings of words and understand the origins of words.

Suggestion for Integrating International

Content: Compare literal and figurative meanings of words that have been borrowed into English from elsewhere. **Example:** Have students look up words like “trunk,” which comes from Old French. Then have them figure out if literal vs. figurative meaning can explain why the storage space in the back of a car is named a *trunk* in the U.S., in contrast to Great Britain, where it is known by the now accepted slang term *boot*. **Suggested resources:** <http://www.etymonline.com/>; <http://septiccompanion.com/>.

Grade: 9**Academic Standard:** 9.2**Academic Standard Indicator:** 9.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students look at multiple texts from different cultures and countries and compare them with similar texts from the U.S. to determine differences and similarities. **Example:** Have students examine English version subway maps of foreign cities like London and Paris. Then have them discuss how the necessarily compact information is presented, including size, layouts, use of colors, fonts, graphics lines, punctuation, etc. Compare these maps with subway maps of U.S. cities like Washington, D.C. and New York City.

Grade: 9**Academic Standard:** 9.2**Academic Standard Indicator:** 9.2.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students analyze the structure and design of informational texts, instruction manuals, etc. from non-U.S. countries to understand variations in the organization of information. **Example:** Travel and cultural information about a selection of African, Asian, European, and Latin American countries. **Suggested resource:** Travel information and

brochures are available from embassies or their websites of selected countries.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.1

Core Standard: Yes

Standard Description (Academic or Indicator): Structural Features of Informational and Technical Materials: Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

Suggestion for Integrating International

Content: Have students look at technical documents, manuals, or reference works written in a non-English, European language to compare with equivalent U.S. texts. **Example:** Have students examine a modern U.S. dictionary for American students to see how it makes use of various graphic devices (boxes, dialog bubbles, arrows, colors, shading, illustrations, etc.) to assist readers navigate or to explain concepts. Then compare this to a modern monolingual Spanish or French dictionary designed for native Spanish or French readers to see how it presents the same kind of information or uses different graphic devices to guide their readers. Try to determine if these differences are structural/technical rather than cultural/social, and provide possible explanations.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.3

Core Standard: Yes

Standard Description (Academic or Indicator): Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Generate relevant questions about readings on issues or topics that can be researched.

Suggestion for Integrating International

Content: Introduce some topics and issues that revolve around global or international themes. Have students generate questions about these research topics. **Example:** Have students read articles on globalization in relation to U.S.

manufacturing or service industries and write essays addressing how globalization has affected U.S. jobs and the economy.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.6

Core Standard: Yes

Standard Description (Academic or Indicator): Expository (Informational) Critique: Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

Suggestion for Integrating International

Content: Have students evaluate rules or procedures relevant to travel abroad and analyze how U.S. travelers could possibly misunderstand them. **Suggested Resource:** U.S. Department of State website at <http://www.state.gov/>, which includes travel advisories and warnings about countries. **Extension:** After consulting the website of an international airline that spells out travel regulations on cancellations, refunds, and penalties, have students plan an imaginary itinerary that will include a change in itinerary and figure out what the final costs of the trip will be according to the regulations. Check results with a local travel agent for any misunderstandings of the policies.

Grade: 9

Academic Standard: 9.2

Academic Standard Indicator: 9.2.8

Core Standard: Yes

Standard Description (Academic or Indicator): Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

Suggestion for Integrating International

Content: Choose a text for the class that gives information about another country or culture. **Example:** Have students read a text about the rice industry in China. Then have them draw conclusions about what a successful rice harvest means for Chinese farmers, citing supporting evidence drawn from the text.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or Indicator): Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the www.doe.in.gov/standards/readinglist.html, which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Suggestion for Integrating International Content: Have students read texts written by authors from other countries and discuss various issues that might lead to difficulties in translating these works into English. **Examples:** *The Little Prince* by Antoine de St. Exupéry (Harcourt Children's Books, 2000); *All Quiet on the Western Front* by Erich Maria Remarque (Ballantine Books, 13th ed., 1996).

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.2

Core Standard: Yes

Standard Description (Academic or Indicator): Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Suggestion for Integrating International Content: Have students compare and contrast love poetry from different cultures or different historical periods to see how the theme is presented and what imagery is used by the poets. **Example:** "How Do I Love Thee" by Elizabeth Barrett Browning in Victorian England; "I Carry Your Heart with Me" by the U.S. author E. E. Cummings in 20th-century America. **Extension:** Have students read two short pieces of fiction written by authors of different nationalities that treat the same or similar themes for comparison and contrast. **Example:** *The Pearl*, a novella by U.S. author John Steinbeck (Bantam, 1983);

"The Diamond Necklace," a short story by French author Guy de Maupassant published in 1885.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.5

Core Standard: Yes

Standard Description (Academic or Indicator): Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Suggestion for Integrating International Content: Have students read two works that deal with the theme of war and what it does to the individual and the state. **Example:** Poems in *World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others*, edited by Candace Ward (Dover Publications, 1997). **Extension:** Choose two nonfiction works about World War II, one from a German, Japanese, or Russian perspective and one from an American perspective.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.6

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Suggestion for Integrating International Content: Use any work by an author from another country or culture, or one that takes place in another country or culture, to study their use of foreshadowing or flashback. **Examples:** Mystery novels and detective stories - English writer Agathie Christie; French writer Georges Simenon.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.7

Core Standard: Yes

Standard Description (Academic or Indicator): Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Suggestion for Integrating International

Content: Use any text authored by a foreign writer or set in another country. Have students research symbols for love in different cultures. **Examples:** Maple leaf in Asia; heart and rose in the U.S.; Cupid in Classical Greece.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.9

Core Standard: Yes

Standard Description (Academic or Indicator): Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Suggestion for Integrating International

Content: Have students read *Snow Flower and the Secret Fan: A Novel* by Lisa See (Random House, 2009), set in China, or *The Life of Pi* by Yann Martel (Mariner Books, 2003), set in India and Canada. Both novels are narrated by unique and interesting characters.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.11

Core Standard: Yes

Standard Description (Academic or Indicator): Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Suggestion for Integrating International

Content: Use any texts or segments of texts from different countries. Have students compare diction and figurative language to make conclusions about tone, mood, and theme.

Examples: *Sense and Sensibility* by Jane Austen (Dover Publications, 1995); *Things Fall Apart* by Chinua Achebe (Anchor Books, 1994); *The Pearl* by John Steinbeck (Bantam, 1983).

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.12

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Suggestion for Integrating International

Content: Use texts from different countries and time periods. **Example:** Have students read *New Day* by Victor S. Reid (Peepal Tree Press, 2010), partly written in Jamaican Creole (based on English), and link it to historical information about Jamaica during the early 1900s.

Grade: 9

Academic Standard: 9.3

Academic Standard Indicator: 9.3.13

Core Standard: Yes

Standard Description (Academic or Indicator): Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Suggestion for Integrating International

Content: Use any text or segments of texts from different countries. Have students compare voice, persona, and narrator to make conclusions about mood, tone, and meaning. **Examples:** *Sense and Sensibility* by Jane Austen (Dover Publications, 1995); *Things Fall Apart* by Chinua Achebe (Anchor Books, 1994); *The Pearl* by John Steinbeck (Bantam, 1983).

Grade: 9**Academic Standard:** 9.5**Academic Standard Indicator:** 9.5.1**Core Standard:** Yes

Standard Description (Academic or Indicator): Write biographical or autobiographical narratives or short stories that: (1) describe a sequence of events and communicate the significance of the events to the audience; (2) locate scenes and incidents in specific places; (3) describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings; (4) pace the presentation of actions to accommodate changes in time and mood.

Suggestion for Integrating International Content: Assign a different country to each student and have each one write a short story set in that country. Have them research the physical settings, imagery, clothing, behavioral characteristics of people, etc., as well as the sights, sounds, and smells to accurately portray the "feel" of that country and its inhabitants.

Grade: 9**Academic Standard:** 9.5**Academic Standard Indicator:** 9.5.2**Core Standard:** Yes

Standard Description (Academic or Indicator): Write responses to literature that: (1) demonstrate a comprehensive grasp of the significant ideas of literary works; (2) support statements with evidence from the text; (3) demonstrate an awareness of the author's style and an appreciation of the effects created; (4) identify and assess the impact of ambiguities, nuances, and complexities within the text.

Suggestion for Integrating International Content: Choose literature that is authored by people from other countries or that takes place in other countries. **Example:** Analyze poems by several African and African-American poets to bring out differences in the development of their ideas and their presentation styles.

Grade: 9**Academic Standard:** 9.5**Academic Standard Indicator:** 9.5.3**Core Standard:** Yes

Standard Description (Academic or Indicator): Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analysis that: (1) gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives; (2) communicate information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of a topic; (5) include visual aids by using technology to organize and record information on charts, data tables, maps, and graphs; (6) anticipate and address readers' potential misunderstandings, biases, and expectations; (7) use technical terms and notations accurately.

Suggestion for Integrating International Content: Have students write a descriptive piece about living in Asia. **Example:** Have them describe everyday life in a small village in China, in the city-state of Singapore, or in a coastal town in Taiwan. **Extension:** Have students summarize articles on global issues in Asia, using a variety of sources and graphic aids to support their data.

Grade: 9**Academic Standard:** 9.5**Academic Standard Indicator:** 9.5.4**Core Standard:** Yes

Standard Description (Academic or Indicator): Write persuasive compositions that: (1) organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last; (2) use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy; (3) clarify and defend positions with precise and relevant evidence; including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and

logical reasoning; (4) address readers' concerns, counterclaims, biases, and expectations.

Suggestion for Integrating International

Content: Compile a list of global issues from which students can choose, in order to do research for a persuasive paper or presentation. Have them summarize all sides of their chosen issue, after which they should choose one point of view to support in their paper or presentation.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.7

Core Standard: Yes

Standard Description (Academic or

Indicator): Use varied and expanded vocabulary, appropriate for specific forms and topics.

Suggestion for Integrating International

Content: Have students in pairs compile a small dictionary or glossary that a first-time traveler might need in a non-Western country. They will need to research basic functional vocabulary and short phrases relating to such topics as lodging, food, local travel, unusual customs, things to avoid, and asking for assistance. *Suggested resource:* Travelers' pocket dictionaries or phrase books.

Grade: 9

Academic Standard: 9.5

Academic Standard Indicator: 9.5.9

Core Standard: Yes

Standard Description (Academic or

Indicator): Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; (2) synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; (3) demonstrates that information that has been gathered has been

summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information; (4) demonstrates that sources have been evaluated for accuracy, bias, and credibility; (5) organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

Suggestion for Integrating International

Content: Have students do research reports with a global focus, guiding them to choose topics that relate to the global economy, global food security, or the world's environment. *Suggested resource:* Resource bibliographies on varied global issues on the Indiana University Center for the Study of Global Change website at <http://www.indiana.edu/~global/resources/guides.php>.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: --

Core Standard: No

Standard Description (Academic or

Indicator): Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Suggestion for Integrating International

Content: Have students examine cultural differences in nonverbal communication, such as proximity, eye contact, gestures, and touch. *Example:* Divide students into groups to study specific countries regarding nonverbal communication and give class presentations that depict these behaviors. *Suggested resources:* *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.1

Core Standard: Yes

Standard Description (Academic or Indicator): Comprehension: Summarize a speaker’s purpose and point of view and ask questions concerning the speaker’s content, delivery, and attitude toward the subject.

Suggestion for Integrating International

Content: Have students use speeches that focus on global issues or cultural differences to practice summarizing, determining purpose, point of view, and attitude toward the audience. **Example:** Lectures to prepare business people to successfully conduct business in a foreign country. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.5

Core Standard: No

Standard Description (Academic or Indicator): Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).

Suggestion for Integrating International

Content: Have students research, make notes, and give extemporaneous speeches on polite manners at mealtimes, as practiced in other cultures and countries.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.8

Core Standard: No

Standard Description (Academic or Indicator): Compare and contrast the ways in which media genres (including televised news,

news magazines, documentaries, and online information) cover the same event.

Suggestion for Integrating International

Content: Have students analyze how different cultures use media to provide information about the same event. **Example:** Olympics championships held in different countries, as reported by nations whose sports figures participated in the competitions.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.8

Core Standard: No

Standard Description (Academic or Indicator): Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

Suggestion for Integrating International

Content: Have students compare newspaper or television coverage from different countries about the same event. **Examples:** Indian Ocean Tsunami (2004); Gulf War (1990-1991). **Suggested resources:** Articles and references cited in Wikipedia at http://en.wikipedia.org/wiki/Tsunami_of_2004; http://en.wikipedia.org/wiki/Gulf_War.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.9

Core Standard: Yes

Standard Description (Academic or Indicator): Analyze historically significant speeches (such as Abraham Lincoln’s “House Divided” speech or Winston Churchill’s “We Will Never Surrender” speech) to find the rhetorical devices and features that make them memorable.

Suggestion for Integrating International

Content: Have students analyze speeches by famous figures from abroad. **Examples:** Winston Churchill; Napoleon Bonaparte; Queen Elizabeth II; Mussolini.

Grade: 9**Academic Standard:** 9.7**Academic Standard Indicator:** 9.7.13**Core Standard:** No

Standard Description (Academic or Indicator): Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare’s *Romeo and Juliet* with Franco Zeffereilli’s film version).

Suggestion for Integrating International

Content: Choose films from several different countries and have students evaluate each film based on specific criteria, comparing and contrasting them to typical American films of the same genre. *Examples:* *Monsoon Wedding*, set in India (2001); *Amélie*, set in France (2001); *Wo Hu Cang Long (Crouching, Tiger Hidden Dragon)*, set in Hong Kong, China (2000).

Grade: 9**Academic Standard:** 9.7**Academic Standard Indicator:** 9.7.15**Core Standard:** Yes

Standard Description (Academic or Indicator): Deliver expository (informational) presentations that: (1) provide evidence in support of a thesis and related claims, including information on all relevant perspectives; (2) convey information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs; (5) anticipate and address the listeners’ potential misunderstandings, biases, and expectations; (6) use technical terms and notations accurately.

Suggestion for Integrating International

Content: Have students research and give expository speeches about life in other countries or about global issues affecting specific world regions. *Example:* Create scenarios based on the idea: “If I had been born in Honduras, this is what my life might be like....”

Grade: 9**Academic Standard:** 9.7**Academic Standard Indicator:** 9.7.16**Core Standard:** Yes

Standard Description (Academic or Indicator): Apply appropriate interviewing techniques: (1) prepare and ask relevant questions; (2) make notes of responses; (3) use language that conveys maturity, sensitivity, and respect; (4) respond correctly and effectively to questions; (5) demonstrate knowledge of the subject or organization; (6) compile and report responses; (7) evaluate the effectiveness of the interview.

Suggestion for Integrating International

Content: Have students interview local people who are not originally from the U.S. about their home countries, asking about their reasons for coming to the U.S. and about the adjustments they have had to make in their new lives.

Grade: 9**Academic Standard:** 9.7**Academic Standard Indicator:** 9.7.18**Core Standard:** Yes

Standard Description (Academic or Indicator): Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that: (1) structure ideas and arguments in a coherent, logical fashion from the hypothesis to a reasonable conclusion, based on evidence; (2) contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy); (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; (4) anticipate and address the listener’s concerns and counterarguments.

Suggestion for Integrating International

Content: Have students research and describe some solutions for global food security. *Suggested resource:* Website of Indiana Senator Richard G. Lugar at <http://lugar.senate.gov/food/legislation/> on the Global Food Security Act.

Grade: 9

Academic Standard: 9.7

Academic Standard Indicator: 9.7.19

Core Standard: Yes

Standard Description (Academic or Indicator): Deliver descriptive presentations that: (1) establish a clear point of view on the subject of the presentation; (2) establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved); (3) contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

Suggestion for Integrating International Content: Have students research an international vacation destination that interests them and plan a vacation. Then have them give a descriptive presentation of the vacation they have planned, including photos and other graphic materials.
