

RCHS English Department Pacing Guide for Grade 10

Updated July 2024

[VDOE English Standards of Learning 2024](#)

| Standards of Learning | | | | | | | | Assessments | Unit Resources |
|----------------------------------|--|---|---------------------------------|---|---|------------------|--|---|----------------|
| Developing Skilled Readers (DSR) | Reading and Vocabulary (RV) | Reading Literary Text (RL) | Reading Informational Text (RI) | Writing (W) and Language Usage (LU) | Communication and Multimodal Literacies (C) | Research | Assessments | Theme & Texts | |
| 10.DSR a,b,e | REVIEW 9.RV.1 b,c <hr/> 10.RV.1 c,d | REVIEW 9.RL.1 b,c,d <hr/> 10.RL.1 b,c 10.RL.2 b,c | 10.RI.1.c 10.RI.2.c | 10.W.1a,b,d 10.W.2.a 10.W.3.a,b,c 10.LU.1a,e 10.LU.2c | 10.C.1a 10.C.4a,b | 10.R.1a,d,f,g ,h | Daily Practice (recommended as bellringer) Windows & Mirrors Writing and Grammar <ul style="list-style-type: none"> Review Part II, Unit 6, including Lessons 52,53,56 Run ons, Fragments, Parallelism 2 Performance Tasks <ul style="list-style-type: none"> “The Monkey’s Paw”: Write a horror story from the sergeant-major’s point of view that tells about the | Fiction: Decision-Making Essential Question: <i>How do our decisions affect those around us?</i> Windows & Mirrors Grade 10 Fiction Selections & associated vocabulary <ul style="list-style-type: none"> “The Open Window” by Saki “The Monkey’s Paw” by W. W. Jacobs “Through the Tunnel” | |

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| | | | | | | | | <p>wishes he made and the consequences of those wishes.</p> <ul style="list-style-type: none"> • Create an advertisement that persuades a particular audience to vacation at the setting of "Through the Tunnel" <p>1 Essay: 5-paragraph Analytical Essay:</p> <ol style="list-style-type: none"> 1. Respond to one of the <i>Things Fall Apart</i> Prompts; cite evidence from the text to support the thesis 2. Peer edit drafts 3. Revise and write final <p>Unit Test</p> <p>Mechanics, Usage, and Grammar</p> <ul style="list-style-type: none"> • Review parallel structure. • Review appositives, main clauses, and subordinate | <p>by Doris Lessing</p> <ul style="list-style-type: none"> • "The Moment Before the Gun Went Off" by Nadine Gordimer • "The Masque of Red Death" by Edgar Allan Poe <p>Novel Study and Paired Text: "The Second Coming" by W. B. Yeats and <i>Things Fall Apart</i> by Chinua Achebe and associated vocabulary</p> <ul style="list-style-type: none"> • Review <i>Aristotelian elements of tragedy</i> • Group DBQs (Honors) <p>Differentiated Instruction Workbook Grade 10</p> <p>Grammar & Writing Workbook Grade 10</p> |
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| | | | | | | | | <ul style="list-style-type: none"> clauses • Subject-Verb Agreement • Use colons correctly • Review MLA parenthetical citation style and Works Cited | |
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| | 10.DSR c,d,e | 10.RV.1a,b,c,d | 10.RL.1d 10.RL.2c,d 10.RL.3 a | 10.RI.1a,b,c 10.RI.2 c 10.RI.3 b | 10.W.1a,b 10.W.2 a 10.W.3 10.LU.1a,b,c 10.LU.2 | 10.C.4 d,e | 10.R.1c,f,g,h | <p>Daily Practice (recommended as bellringer) <i>Windows & Mirrors</i> Writing and Grammar</p> <p>Unit 5, Lessons 43-51</p> <ul style="list-style-type: none"> • Focus on capitalization and quotations. <p>Unit 6, Research Writing 2 Performance Tasks</p> <ul style="list-style-type: none"> • Identify three reliable sources about the effects of social media/the Internet on adolescents; create an annotated bibliography • Peer-edit | <p>Nonfiction: Things That Divide and Things That Unite</p> <p>Essential Question: <i>What issues divide or unite us and why?</i></p> <p><i>Windows & Mirrors</i> Grade 10 Nonfiction selections and associated vocabulary</p> <ul style="list-style-type: none"> • “Montgomery Boycott” by Coretta Scott King • “My Left Foot” by Christy Brown • “Harriet Tubman: The Moses |

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| | | | | | | | | <p>draft persuasive essays</p> <p>1 Essay: 4- to 5-paragraph Persuasive Essay: Using "The Trouble with Television" as a model, argue whether YouTube, TikTok, and online video games are as destructive to 21st century youth as MacNeil argues that television was in the 20th century, or not. Use the internet to cite reliable sources.</p> <p>Unit Test</p> <p>Mechanics, Usage, and Grammar</p> <ul style="list-style-type: none"> • Review paraphrasing and plagiarism • Review MLA parenthetical citations and Works Cited • Review capitalization | <p>of Her People" by Langston Hughes</p> <ul style="list-style-type: none"> • "The Trouble with Television" by Robert MacNeil • Paired Texts: "Keep Memory Alive" by Elie Weisel and "No News from Auschwitz" by A. M. Rosenthal <p>Differentiated Instruction Workbook Grade 10</p> <p>Grammar & Writing Workbook Grade 10</p> |
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| | 10.DSR.1.c,e | 10.RV.1 a,f,g | 10.RL.1 a 10.RL.2 a,b,c 10.RL.3a | | 10.W.1a,d 10.W.2,3 10.LU.1 | 10.C.2a | 10.R.1.a,b,f,g,h | <p>Daily Practice (recommended as bellringer) Windows & Mirrors Writing and Grammar</p> <p>2 Performance Tasks</p> <ul style="list-style-type: none"> Research a U.S. Poet Laureate and write a resume for this person TPCASTT graphic organizer Present an oral response to a poem (p. 296) <p>1 Essay: 4-paragraph Interpretive Essay (with MLA in-text citations and Works Cited):</p> <ul style="list-style-type: none"> Choose a poem by Robert Frost, John Keats, Emily Dickinson, Langston Hughes, Sylvia Plath, or Elizabeth Barrett Browning; write an essay in which you | <p>Poetry: Realizations</p> <p>Essential Question: How do we come to realizations about ourselves and others?</p> <p>Windows & Mirrors Grade 10 Poetry:</p> <ul style="list-style-type: none"> "I Am Offering This Poem" by Jimmy Santiago Baca "Remember" by Joy Harjo "Shall I Compare Thee to a Summer's Day?" "Ex-Basketball Player" by John Updike "Poetry" by Nikki Giovanni "Introduction to Poetry" by Billy Collins |

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| | | | | | | | | <p>interpret the theme of the poem, citing evidence from the poem to support your interpretation</p> <p>Unit Test</p> <p>Mechanics, Usage, and Grammar</p> <ul style="list-style-type: none"> • Teach appositive, gerund, infinitive, participial, and prepositional phrases • Focus on commas and semicolons as they relate to dividing clauses • Teach MLA in-text citations for poetry and Works Cited | <ul style="list-style-type: none"> • “Beaneaters” by Gwendolyn Brooks • Paired Texts: “we real cool” by Gwendolyn Brooks and “Teacher” by Langston Hughes” • “Stopping by Woods on a Snowy Evening” by Robert Frost • “Those Winter Sundays” by Robert Hayden |
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| | 10.DSR a-e | 10.RV.1c,e,g | 10.RL.1a,d 10.RL.2,d 10.RL.3 b | | 10.W.1b 10.W.2.a 10.W.3 10.LU.1b,d,e 10.LU.2 | 10.C.2c | 10.R.1f | <p>Daily Practice (recommended as bellringer) Windows & Mirrors Writing and Grammar Unit 3, Lesson 26 Prepositional Phrases. Unit 4 Lessons 31-37</p> <p>3 Performance Tasks</p> <ul style="list-style-type: none"> • Memorize and present Marc Antony's monologue after the death of Caesar (or another monologue from the play) • Small group: Act out a scene from <i>The Tragedy of Julius Caesar</i> translating Elizabethan English to modern English • Tragic Hero and Tragic Flaw: Respond to | <p>Drama: Ambition, Honor, & Considerations Beyond the Self</p> <p>Essential Questions: <i>How does ambition affect the choices we make? How does having a sense of honor affect the choices we make?</i></p> <p>Windows & Mirrors Grade 10 and eVersion Understanding Shakespeare (e214-e219)</p> <p>Shakespearean Drama</p> <ul style="list-style-type: none"> • <i>The Tragedy of Julius Caesar</i> and associated vocabulary • Rhetoric: Close reading of Marc Antony's Act 3, sc. 2 speech. Identify ethos, |

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| | | | | | | | | <p>prompt on p. 436</p> <p>1 Essay: 5-paragraph <u>Persuasive</u> Essay (with MLA in-text citations and Works Cited):</p> <p>Option A. Read the World History connection on p. 435. Do you believe Brutus and Cassius deserve to be in Dante's Ninth Circle of Hell? Why or why not?</p> <p>Option B: Take a side on Marc Antony's speech. Was he right to defend Julius Caesar?</p> <p>Unit Test</p> <p>Mechanics, Usage, and Grammar</p> <ul style="list-style-type: none">• Review active and passive voice• Review MLA punctuation | <p>pathos, logos</p> |
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| | 10.DSR a-e | 10.RV.1g | 10.RL.1a,b 10.RL.3a,c | 10.RI.1a | 10.W.1a,b 10.W.2 10.W.3 10.LU.1b | 10.C.1 10.C.3a | 10.R.1 | <p>Daily Practice (recommended as bellringer) <i>Windows & Mirrors Writing and Grammar Unit 2, Lesson 10-21, focus on lesson 14 - active and passive voice</i></p> <p>2 Performance Tasks Research a culture unfamiliar to you, and write a folk tale based on the customs and values of that culture OR create a board game based on a fantasy tale Honors–Research Greek Theater and the Role of the Chorus Standard–In three paragraphs, explain why good friends sometimes have disputes.</p> <p>Honors: 1 Persuasive Speech: Write a persuasive speech in which you convince Creon to spare Antigone’s life. OR Write a persuasive speech in which you persuade Ismene to</p> | <p>Folk Tales & Greek Drama (<i>Antigone–Honors</i>) or Novel (<i>A Separate Peace–Standard</i>): What Makes Us Human</p> <p>Essential Question: <i>What human traits and conditions transcend time and place?</i></p> <p>Windows & Mirrors Grade 10 Folk Tale Selections and Associated Vocabulary:</p> <ul style="list-style-type: none"> ● Introduction to Folk Literature, p. 512 ● “Orpheus” by Robert Graves ● “The Myth of Oedipus Rex” ● Excerpt from <i>The Once and Future King</i> by T. H. White |

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| | | | | | | | | <p>help bury her brother. OR Write a persuasive speech from Creon's point of view in which you persuade Antigone that she must follow the law of man, not the gods.</p> <p>Standard: 1 Persuasive Essay Choose a prompt from the VDOE list of EOC prompts and write a persuasive essay in response.</p> <p>Mechanics, Usage, and Grammar</p> <ul style="list-style-type: none"> ● Review active and passive voice ● Vary sentence structure ● Review active and passive voice ● Review colon use | <ul style="list-style-type: none"> ● Excerpt from <i>Le Morte d'Arthur</i> by Sir Thomas Malory ● "Naked Truth and Resplendent Parable" (Yiddish folk tale) ● Paired Texts: "Mother Holle" and "The Wonderful Hair" ● From <i>The Ingenious Hidalgo Don Quixote de la Mancha</i> by Cervantes ● "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez |
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English Standards of Learning for Virginia Public Schools 2024 Grade 10

In tenth grade, the student will continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing and analyzing literary and informational texts. The student will analyze the historical, cultural, and social function and universal themes of literary texts from different cultures. The tenth-grade student will analyze and synthesize information from informational texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. With an explicit focus to integrate reading and writing processes, the grade-ten student will use mentor texts as models to write with an emphasis on argument while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and continue to use multimodal tools to create presentations both independently and in small groups, reflecting on their own role in the process. The student will analyze and evaluate how media messages are created by reviewing both print and digital publications. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working to fulfill a specific purpose.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Developing Skilled Readers and Building Reading Stamina

10.DSR The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.

- A. Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12).
- B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 9-10 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) (Text Complexity, 2-12).
- C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
- D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
- E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

*Note: These standards will be applied when students are reading, writing, collaborating, and researching as described in the remaining standards.

Reading and Vocabulary

10.RV The student will systematically build vocabulary and word knowledge based on grade ten content and text.

10.RV.1 Vocabulary Development and Word Analysis

- A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
- B. Use context and sentence structure to clarify the literal and figurative meanings of words and phrases.
- C. Use structural analysis of roots, affixes, and etymology to clarify the meanings of unfamiliar and complex words.
- D. Discriminate between the connotative and denotative meanings and interpret the connotation(s).
- E. Identify and explain idiomatic language in context.
- F. Explain the meaning of literary and classical allusions and figurative language in context and analyze their roles in texts.
- G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

Reading Literary Text

10.RL The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British, and American literature), narratives, poetry, and drama, with an emphasis on world literature.

10.RL.1 Key Ideas and Plot Details

- A. Analyze the development of universal themes (e.g., survival of the fittest, coming of age, power of love) prevalent in world literature (e.g., short stories, poems, plays, novels, and literary nonfiction) of different cultures and eras.
- B. Analyze how authors structure texts to advance the plot, explaining how each event gives rise to the next or foreshadows a future event.
- C. Describe the different character roles in literary texts (e.g., foil, tragic, hero) and their impact on the theme.
- D. Identify and explain how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures.

10.RL.2 Craft and Style

- A. Explain the overall structure of a poem, including how each successive part builds on earlier sections and how rhyme, rhythm, sound, and imagery convey a message and elicit a reader's emotions.
- B. Analyze how authors use literary devices and figurative language, including allusion, allegory, and paradox to impact the meaning of the text.
- C. Analyze how authors use specific word choices, syntax, tone, and voice to convey the author's intent and viewpoint.
- D. Analyze point of view and distinguish between what is directly stated in a text from what is implied or intended because of the use of satire, irony, sarcasm, and understatement.

10.RL.3 Integration of Concepts

- A. Explain and analyze the influence of the historical and cultural context of a text on its form, style, characters, and point of view.
- B. Compare and contrast character development, dramatic plot structure, and conventions in a play to character development, narrative structure, and conventions in other literary forms.
- C. Analyze the similarities and differences represented in the literature of different cultures and eras.

Reading Informational Text

10.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.

10.RI.1 Key Ideas and Confirming Details

- A. Explain how authors organize an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
- B. Compare characteristics of the information from informational, historical, scientific, and technical texts and interpret the use of data and information in maps, charts, graphs, timelines, tables, and diagrams.
- C. Evaluate the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.

10.RI.2 Craft and Style

- A. Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
- B. Analyze key terms (e.g., words and phrases, technical terminology) and ideas of historical, scientific, and technical texts to clarify the relationships and understandings among key concepts.
- C. Analyze the author's purpose and impact of literary techniques such as hyperbole, analogy, and paradox as they appear in texts.

10.RI.3 Integration of Concepts

- A. Evaluate how different authors write about the same topic and shape their presentations or viewpoints of key information using facts, opinions, and reasoning.
- B. Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.

Writing

10.W The student will write in a variety of forms for diverse audiences and purposes linked to grade ten content and texts with an emphasis on argumentative writing.

10.W.1 Modes and Purposes for Writing

- A. Write extended pieces that:
 - i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
 - ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.
 - iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
 - iv. Provide a concluding section that follows from the information or explanation presented.
- B. Write arguments that:
 - i. Develop a thesis that demonstrates knowledgeable judgements.
 - ii. Support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s).
 - iii. Address and refute counterclaims.
 - iv. Provide conclusions that follow from and support the argument presented.
- C. Write reflectively in response to readings in which students compare two or more texts with details, examples, and other textual evidence to support an idea or position.

- D. Develop flexibility in writing by routinely producing shorter and longer pieces that adapt writing content, technique, and voice for a range of tasks, purposes, and audiences, (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

10.W.2 Organization and Composition

- A. Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
 - i. Composing a thesis statement that clearly communicates the writer's position or assertion.
 - ii. Introducing and developing central idea(s), and organizing ideas in a logical sequence to exhibit unity.
 - iii. Defending a position using sufficient reasons with evidence from credible sources as support.
 - iv. Embedding narrative techniques (e.g., anecdotes, dialogue, and description) to develop and enhance writing.
 - v. Using transitions effectively to connect ideas within and across paragraphs.
 - vi. Elaborating ideas clearly through intentional word choice and varied sentence structure.

10.W.3 Usage and Mechanics

- A. Revise writing for clarity of content, accuracy, and adequate elaboration.
- B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
- C. Edit writing for appropriate conventions, style, and language (See Language Usage for grade level expectations).

Language Usage

10.LU The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.

10.LU.1 Grammar

- A. Use, edit, and revise parallel structure across complex sentences and paragraphs in writing.
- B. Use complex sentence structure (made up of main and subordinate clauses and subordinating conjunctions) to infuse sentence variety in writing.
- C. Recognize and use active and passive voice to convey a desired effect in speaking and writing.
- D. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
- E. Maintain consistent verb tense when speaking and writing.

10.LU.2 Mechanics

- A. Know and apply the rules for the use of a colon (e.g., joining independent clauses, introducing a list, introducing a quotation) when writing.
- B. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.
- C. Spell correctly, consulting reference materials to check as needed.

Communication and Multimodal Literacies

10.C The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.

10.C.1 Communication, Listening, and Collaboration

- A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade ten topics and texts. This includes:
 - i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.
 - ii. Setting guidelines for group presentations and discussions.
 - iii. Incorporating all group members in the development of new understandings, making decisions, and solving problems.
 - iv. Setting clear goals and deadlines and defining individual roles as needed.
 - v. Responding thoughtfully, respectfully, and tactfully with evidence to diverse perspectives.
 - vi. Summarizing points of agreement and disagreement.
 - vii. Assessing, evaluating critically, and using information accurately for a common purpose or goal.
 - viii. Using reflection to evaluate one's own role in the process in pairs or small-group activities.

10.C.2 Speaking and Presentation of Ideas

- A. Report orally on a topic or text or present an opinion. This includes:
 - i. Choosing vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - ii. Using active listening and speaking strategies effectively with awareness of verbal and nonverbal cues (e.g., appropriate facial expressions and posture).
 - iii. Evaluating the effectiveness of presentations, including the introduction, central ideas, organization, and conclusion.
- B. Memorize and accurately recite a speech with intonation, meaningful expression, and emotion that conveys the intended mood (e.g., inspiration, motivation, conviction).

10.C.3 Integrating Multimodal Literacies

- A. Make strategic use of multimodal tools, including using information from two or more interdependent modes of communication where both or multiple modes are essential to convey the intended message (e.g., graphics, moving images, music).
- B. Monitor, analyze, and use multiple streams of simultaneous information.
- C. Create media messages for diverse audiences and purposes.

10.C.4 Examining Media Messages

- A. Analyze the viewpoint of print and digital publications (e.g., advertisements, editorials, blogs, and websites).
- B. Analyze, compare, and contrast visual and verbal media messages for content (e.g., word choice and choice of information), intent (e.g., persuasive techniques, including but not limited to ad hominem, red herring, and strawman), impact (e.g., public opinion trends), and effectiveness (e.g., effect on the audience).
- C. Examine and analyze how media messages are constructed based on varying opinions, values, and viewpoints.
- D. Evaluate the motives (e.g., social, commercial, and political) behind media messages used to determine author's purpose, factual content, opinion, and/or possible bias.
- E. Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.

Research

10.R The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-ten content, texts, and areas prompted by student interest.

10.R.1 Evaluation and Synthesis of Information

- A. Formulate and revise questions about a research topic, broadening or narrowing the inquiry as necessary.
- B. Gather and organize information from various sources, including internet resources, electronic databases, and other technology.
- C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations, that includes identifying their main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.
- D. Synthesize multiple streams of information from a variety of sources to support claims and introduce counterclaims.
- E. Create research products aligned with the demands of the reading and writing standards.
- F. Cite primary and secondary sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or American Psychological Association (APA).
- G. Define the meaning and legal consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- H. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop.

