English 12—Curriculum Map
2015-2016

Overview:

Marlboro Central School District's grade 12 curriculum modules comprise a comprehensive course in British and European literature that meets the CCLS requirements for college and career readiness. The program is structured as the culmination of the directed high school program, focusing on the interrelationship between technology, composition, literature, and speech. The course seeks to develop the students' abilities to read, write, present, listen, and think. Various genres of literature will be explored. Writing will include expository, analytical, narrative, and argumentative tasks designed to prepare students for college assignments. As they move through the modules, students will continue to build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within the modules are linked explicitly to the Common Core Learning Standards and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction. In Module 12.1, students read, discuss, and analyze poems, fiction, and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims. In Module 12.2, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. In Module 12.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. In Module 12.4, students view, discuss, and analyze European Literature through its depiction in film, focusing on how the authors convey and develop central ideas in a historically relevant manner. Students also explore how texts are interpreted visually, both on screen and on canvas.

9-12 ASSESSMENTS: In addition to the Common Task assessments which are listed on the Curriculum Maps for each grade level, students in grades 9-12 will be assessed on a variety of assessments. Listed below are assessment tools that teachers use as a menu dependent upon student need, specific texts incorporated, and balance determined appropriate for each instructional unit:

- Blogging
- Castle Learning
- Close Reading Worksheets
- Collaborative Projects
- Emulations
- Essays
- Graphic Organizers & Template
- Holt Online Essays
- Homework Packets
- Multimedia Presentations
- Multiple Choice Exams
- Oral Presentations
- Paragraph Portfolio
- Poetry Anthology
- Research Assignments
- Socratic Seminars
- Writer's Notebook
- Word of the Week: daily activities, quizzes, and tests

VOCABULARY DEVELOPMENT: The MCHS English Department is committed to providing direct vocabulary instruction in each of the following ways:
- Tier 3 vocabulary is taught in conjunction with stylistic, literary, and rhetorical analysis;
- Tier 2 vocabulary is taught through content—both literature and informational texts;
- Tier 2 vocabulary is also systematically taught through our Word of the Week Program, the heart and soul of our program.

GRAMMAR & USAGE: Using methodology consistent with the teachings of William VanCleave, our department systematically provides direct instruction and reinforcement in parts of speech, sentence types, and skills identified in the CCLS Language Strand.

1st Marking Period: MODULE 12.1
Reading Closely and Writing to Analyze Author's Style

In Module 12.1, students read, discuss, and analyze poems, fiction, and informational texts focusing on how authors use rhetoric and word choice to develop ideas.

TEXT	LITERACY SKILLS & HABITS	ASSESSED & ADDRESSED STANDARDS	COMMON TASK and/or MODULE ASSESSMENTS
• 1 full-length text taken from the MCSD Approved Textbook List • Supplemental literature…poems, short stories, & informational text	• Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions/conversations about texts • Collect and organize evidence from texts to support analysis in writing • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Analyze an author's craft • Determine meaning of unknown vocabulary • Independently preview text in preparation for supported analysis	**RL11-12.1** **RL11-12.2** RL11-12.3 **RL11-12.4** **RL11-12.5** RL11-12.6 RL11-12.7 **RL11-12.10** **RL11-12.11** **RI.11-12.1** RI.11-12.3 **RI.11-12.4** **RI.11-12.5** **RI.11-12.6** RI.11-12.9a **RI.11-12.10** **W.11-12.2** **W.11-12.2.b,c, & e** **W.11-12.3 & a-f** **W.11-12.4** **W.11-12.5** W.11-12.6 W.11-12.9 **W.11-12.10** **W.11-12.11** SL.11-12.1 & a-d SL.11-12.3 SL.11-12.6 **L.11-12.1** & a, b **L. 11-12.2 & a, b** **L.11-12.3** &a L.11-12.4 **& a, b**, c, d **L.11-12.5 & a, b** L.11-12.6	Common Task: Narrative College Essay

<table>
<tr><td colspan="4" align="center">2nd Marking Period: MODULE 12.2
Working with Evidence and Making Claims: How do Authors Structure Texts and Develop Ideas?</td></tr>
<tr><td colspan="4">In Module 12.2, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning.</td></tr>
<tr><td>TEXT</td><td>LITERACY SKILLS & HABITS</td><td>ASSESSED & ADDRESSED STANDARDS</td><td>COMMON TASK and/or MODULE ASSESSMENTS</td></tr>
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<td>

1 full-length text taken from the MCSD Approved Textbook List
Supplemental literature…poems, short stories, & informational text

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Read closely for textual details
Annotate texts to support comprehension and analysis
Provide an objective summary of a text
Analyze an author's craft
Paraphrase and quote relevant evidence from a text.
Write original evidence-based claims
Critique one's own writing and peers' writing
Revise writing
Participate in collaborative discussions
Engage in productive evidence-based discussions/conversations about texts
Generate and respond to questions in scholarly discourse
Determine meaning of unknown vocabulary
Use proper MLA citation methods in writing

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RL11-12.1
RL11-12.2
RL11-12.3
RL11-12.4
RL11-12.5
RL11-12.6
RL11-12.7
RL11-12.10
RL11-12.11
RI.11-12.1
RI.11-12.3
RI.11-12.4
RI.11-12.5
RI.11-12.6
RI.11-12.9a
RI.11-12.10
W.11-12.2
W.11-12.2.b,c, & e
W.11-12.3 & a-f
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.9
W.11-12.10
W.11-12.11
SL.11-12.1 & a-d
SL.11-12.3
SL.11-12.6
L.11-12.1 & a, b
L. 11-12.2 & a, b
L.11-12.3 &a
L.11-12.4 & a, b, c, d
L.11-12.5 & a, b
L.11-12.6
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Common Task:
    Practice College Competency Essay
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<tr>
<td colspan="4" align="center">3rd Marking Period: MODULE 12.3
Building and Communicating Knowledge through Research: The Inquiry and Writing Processes</td>
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<td colspan="4">Module 12.3 provides students with the opportunity to conduct their own inquiry-based iterative research process. Students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources. Students establish a position of their own during this research process. As part of the module assessment, students further develop critical writing skills as they self-edit and revise their writing to produce effective evidence-based arguments.</td>
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<tr>
<td>TEXT</td>
<td>LITERACY SKILLS & HABITS</td>
<td>ASSESSED & ADDRESSED STANDARDS</td>
<td>COMMON TASK and/or MODULE ASSESSMENTS</td>
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<td>

1 full-length text taken from the MCSD Approved Textbook List
Supplemental literature…poems, short stories, & informational text

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Read closely for textual details
Annotate texts to support comprehension and analysis
Engage in productive evidence-based discussions/conversations about texts
Collect and organize evidence from texts to support analysis in writing
Analyze text and multimedia
Make claims about the development and refinement of central ideas in texts
Use vocabulary strategies to define unknown words
Identify potential topics for research within a text
Use questioning to guide research
Conduct pre-searches to validate the sufficiency of information for exploring potential topics
Develop, refine and select inquiry questions for research
Develop and continually assess a research frame to guide independent searches
Analyze, synthesize, and organize evidence-based claims
Write effective introduction body, & conclusion paragraphs for an informational/explanatory research paper
Use proper MLA citation methods in writing
Edit for a variety of purposes including using semicolons, colons, and correct spelling
Use formal style and objective tone in writing
Write coherently and cohesively

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RL.11-12.10
RI. 11-12.1 & a
RI. 11-12.2
RI.11-12.3
RI.11-12.4
RI.11-12.5
RI.11-12.6
RI.11-12.7
RI.11-12.10
W.11-12.1 & a-f
W.11-12.2 & a- f
W.11-12.4
W.11-12.5
W.11-12.6
W.11-12.7 & a
W.11-12.8
W.11-12.9
W.11-12.10
SL.11-12.1. & a-e
SL.11-12.2
SL.11-12.3
SL.11-12.4
SL.11-12.5
SL.11-12.6
L.11-12.1 & a, b
L.11-12.2 & a, b
L.11-12.3 a
L.11-12.4 & a-d
L.11-12.5 & a-b
L.11-12.6
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Module Assessment:
    Complete a research assignment that follows the Inquiry Research model. Internal citations that follow the MLA format must be used, and a properly formatted MLA Works Cited page must be included.
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	• Paraphrase and quote relevant evidence from a text.		

4th Marking Period: MODULE 12.4 **Understanding and Evaluating Historical Perspective through an Analysis of Film**			
In Module 12.4, students apply the skills and processes they have developed throughout the year to delve into visual depiction of classic texts spanning five decades. Prior to viewing the films, students will engage in a mini-research project that culminates with a multi-media presentation that focuses on one of the historical time period depicted in one of the movies.			

TEXT	**LITERACY SKILLS & HABITS**	**ASSESSED & ADDRESSED STANDARDS**	**COMMON TASK and/or MODULE ASSESSMENTS**

• 5 full-length movies based on significant European Novels that have been depicted in film
• Supplemental literature…poems, short stories, & informational text as appropriate
	• Read closely for textual details
	• Analyze text and multimedia
	• Annotate texts to support comprehension and analysis
	• Collect evidence from digital text to support analysis
	• Explore diverse cultural perspectives
	• Organize evidence to plan writing
	• Analyze character development and relationships throughout text
	• Engage in productive evidence-based discussions/conversations about texts
	• Collect and organize evidence from texts to support analysis in writing
	• Revise writing
	• Practice key informative/explanatory writing skills
	• Create oral presentations, keeping in mind audience's concerns, values, and
		RL.11-12.1
		RL.11-12.2
		RL.11-12.3
		RL.11-12.5
		RL.11-12.6
		RL.11-12.10
		RL.11-12.11
		RI. 11-12.1
		RI. 11-12.2
		RI.11-12.7
		RI.11-12.10
		W.11-12.1 & a-f
		W.11-12.2 & a- f
		W.11-12.4
		W.11-12.5
		W.11-12.6
		W.11-12.7 & a
		W.11-12.8
		W.11-12.9
		W.11-12.10
		W.11-12.11
		SL.11-12.1. & a-e
		SL.11-12.3
		SL.11-12.4
		SL.11-12.5
		SL.11-12.6
		L.11-12.1 & a, b
		L.11-12.2 & a, b
		L.11-12.3 a
		L.11-12.4 & a-d
		L.11-12.5 & a-b
		L.11-12.6
			Module Assessment:
			    Multi-media Presentation
			
			Common Task:
			    Assessment of Note-taking skills

	potential biases		

Standards Map

The curriculum consists of assessed and addressed standards. Assessed standards are standards that are assessed in unit and module performance assessments. Addressed standards are standards that are incorporated into the curriculum, but are not assessed.

Key:

Assessed Standard	●
Addressed Standard	○

Reading for Literature

Key Ideas and Details		12.1	12.2	12.3	12.4
RL.11-12.1*	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.	●	●		●
RL.11-12.2	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 account; provide an objective summary of the text.	●	●		●
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	○	○		○
Craft and Structure		**12.1**	**12.2**	**12.3**	**12.4**
RL.11-12.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	●	●		
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	●	●		○
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	○	○		○
Integration of Knowledge and Ideas		**12.1**	**12.2**	**12.3**	**12.4**
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	○	○		
RL.11-12.7.a	Analyze multiple interpretations of full-length works by authors who represent diverse world				

		12.1	12.2	12.3	12.4
	cultures.				
RL.11-12.8	(Not applicable to literature)				
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				
Range of Reading and Level of Text Complexity		**12.1**	**12.2**	**12.3**	**12.4**
RL.11-12.10*	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	*Yearlong standard.*			

Reading for Informational Text

		12.1	12.2	12.3	12.4
Key Ideas and Details		**12.1**	**12.2**	**12.3**	**12.4**
RI.11-12.1*	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.	●	●	●	○
RI.11-12.1.a*	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).			●	
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.			●	●
RI.11-12.3	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.	○	○	○	
Craft and Structure		**12.1**	**12.2**	**12.3**	**12.4**
RI.11-12.4*	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 the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	●	●	○	
RI.11-12.5	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.	●	●	○	
RI.11-12.6	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.	●	●	○	
Integration of Knowledge and Ideas		**12.1**	**12.2**	**12.3**	**12.4**
RI.11-12.7	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.				
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).				
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.				
Range of Reading and Level of Text Complexity		**12.1**	**12.2**	**12.3**	**12.4**
RI.11-12.10*	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	*Yearlong standard.*			

Writing

Text Types and Purposes		**12.1**	**12.2**	**12.3**	**11.4**
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.			●	●
W.11-12.1.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.			●	●
W.11-12.1.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.			●	●
W.11-12.1.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.			●	●
W.11-12.1.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.			●	●
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.			●	●
W.11-12.2	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.	●	●	●	●
W.11-12.2.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.			●	●
W.11-12.2.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.	●	●	●	●
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create	●	●	●	●

		12.1	12.2	12.3	12.4
	cohesion, and clarify the relationships among complex ideas and concepts.				
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.			●	●
W.11-12.2.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.	●	●	●	●
W.11-12.2.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).		●	●	●
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	●	●		
W.11-12.3.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.	●	●		
W.11-12.3.b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	●	●		
W.11-12.3.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).	●	●		
W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	●	●		
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	●	●		
W.11-12.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	●	●		
Production and Distribution of Writing		**12.1**	**12.2**	**12.3**	**12.4**
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●	●	●	●
W.11-12.5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	●	●	●	●
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	○	○	●	●
Research to Build and Present Knowledge		**12.1**	**12.2**	**12.3**	**12.4**
W.11-12.7	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.			●	●

		12.1	12.2	12.3	12.4
W.11-12.7.a	Explore topics dealing with different cultures and world viewpoints.			○	●
W.11-12.8	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 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.			●	●
W.11-12.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	○	○	●	●
W.11-12.9.a*	Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").				
W.11-12.9.b*	Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,*The Federalist*, presidential addresses]").				
Range of Writing		**12.1**	**12.2**	**12.3**	**12.4**
W.11-12.10*	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.	*Yearlong standard.*			
Speaking and Listening					
Comprehension and Collaboration		**12.1**	**12.2**	**12.3**	**12.4**
SL.11-12.1*	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.	○	○	○	○
SL.11-12.1.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.	○	○	○	○
SL.11-12.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	○	○	○	○
SL.11-12.1.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.	○	○	○	○
SL.11-12.1.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.	○	○	○	○
SL.11-12.1.e	Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.			○	○

Code	Description	12.1	12.2	12.3	12.4
SL.11-12.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			●	
SL.11-12.2	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.			○	
SL.11-12.3	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.	○	○	○	○
Presentation of Knowledge and Ideas		**12.1**	**12.2**	**12.3**	**12.4**
SL.11-12.4	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.			●	●
SL.11-12.5	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.			○	●
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	○	○	○	●

Language

Code	Description	12.1	12.2	12.3	12.4
Conventions of Standard English		**12.1**	**12.2**	**12.3**	**12.4**
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	○	○	○	○
L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.	○	○	○	○
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●
L.11-12.2.a	Observe hyphenation conventions.	○	○	○	○
L.11-12.2.b	Spell correctly.	●	●	●	●
Knowledge of Language		**12.1**	**12.2**	**12.3**	**12.4**
L.11-12.3	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.	●	●	●	●
L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as	○	○	○	○

		12.1	12.2	12.3	12.4
	needed; apply an understanding of syntax to the study of complex texts when reading.				
Vocabulary Acquisition and Use		**12.1**	**12.2**	**12.3**	**12.4**
L.11-12.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	○	○	●	●
L.11-12.4.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.	●	●	○	○
L.11-12.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).	●	●	○	○
L.11-12.4.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.	○	○	○	○
L.11-12.4.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).	○	○	○	○
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	●	●	○	○
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	●	●	○	○
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.	●	●	○	○
L.11-12.6	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.	○	○	○	○

*Standards marked with an asterisk (*) are yearlong standards included in each module.