

Oxford Area School District English Language Arts Scope and Sequence – Quarter 1:

Grade 12

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently.
- Cite strong textual evidence to support analysis of informational text.
- Determine and analyze the relationship between two or more themes or central ideas of an informational text.
- Provide an objective summary of informational text.
- Make inferences and draw conclusions
- Evaluate how an author's point of view shapes text content and style.
- Analyze and evaluate the effectiveness of text structure.
- Analyze the development of complex ideas or sequence of events.
- Evaluate how words and phrases create meaning and tone.
- Analyze seminal texts
- Analyze foundational world documents of historical and literary significance.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently.
- Cite strong textual evidence to support analysis of fictional text.
- Determine and analyze the relationship between two or more themes or central ideas of literary text.
- Analyze the impact of the author's choices regarding development of a story or drama.
- Evaluate how an author's point of view or purpose shapes text content and style.
- Evaluate text structure including how portions of text relate as a whole.
- Evaluate how words and phrases shape meaning and tone.
- Determine and clarify the meaning of unknown words.
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes.
- Write with sharp, distinct focus identifying topic, task and audience.
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling.
- Draw evidence from literary or informational texts to support analysis and reflection.
- Write arguments to support claims in an analysis of substantive topics.
- Distinguish the claim from opposing claims, develop counterclaims while supplying relevant evidence for each while pointing out the strengths and limitations of both.
- Create logical organization and cohesion and clarify the relationships between claims, reasons, evidence and counterclaims.
- Strengthen writing skills by planning, editing, rewriting or trying a new approach.
- Use technology to produce and publish individual or shared writing projects.
- Conduct short and long term research projects to answer a question or solve a problem.
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources.
- Integrate information while maintaining the flow of ideas while avoiding plagiarism.

Speaking & Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues.
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument.
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate command of the conventions of standard English when speaking.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 2:

Grade 12

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Write narratives to develop real or imagined experiences.
- Engage and orient the reader.
- Use narrative techniques such as dialogue, description and characterization.
- Create a smooth progression of events and provide a conclusion that reflects on what is experienced over the course of the narrative.
- Write with an awareness of parallel structure.
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence.

Oxford Area School District English Language Arts Scope and Sequence – Quarter 3:

Grade 12

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Write informative/explanatory texts to examine and convey complex information clearly.
- Organize complex ideas, concepts and information so that each new element builds on the former and creates a whole.
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- Initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- Evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- Integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- Present information, findings, and evidence conveying clear perspective, organization and style
- Adapt speech to a variety of contexts and tasks
- Demonstrate command of the conventions of standard English when speaking
- Make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Oxford Area School District English Language Arts Scope and Sequence – Quarter 4:

Grade 12

Reading Informational Text 1.2

- Read and comprehend grade-level literary nonfiction and informational text independently
- Cite strong textual evidence to support analysis of informational text
- Determine and analyze the relationship between two or more themes or central ideas of an informational text
- Provide an objective summary of informational text
- Make inferences and draw conclusions
- Integrate and evaluate multiple sources of information presented in different formats or media
- Evaluate how an author's point of view shapes text content and style
- Analyze and evaluate the effectiveness of text structure
- Analyze the development of complex ideas or sequence of events
- Evaluate how words and phrases create meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Reading Literature 1.3

- Read and comprehend grade-level literary fiction independently
- Cite strong textual evidence to support analysis of fictional text
- Determine and analyze the relationship between two or more themes or central ideas of literary text
- Analyze the impact of the author's choices regarding development of a story or drama
- Demonstrate knowledge of foundational works of literature reflective of multiple genres in major periods of literature including how two texts treat similar themes or topics
- Evaluate how an author's point of view or purpose shapes text content and style
- Analyze multiple interpretations of a story, drama, or poem and evaluate each version's interpretation of the text
- Evaluate text structure including how portions of text relate as a whole
- Evaluate how words and phrases shape meaning and tone
- Determine and clarify the meaning of unknown words
- Acquire and use academic vocabulary

Writing 1.4

- Write routinely over extended and shorter time frames for a variety of tasks and purposes
- Write with sharp, distinct focus identifying topic, task and audience
- Use precise language including academic vocabulary
- Maintain formal style and objective tone
- Demonstrate grade appropriate command of grammar, usage, capitalization, punctuation and spelling
- Draw evidence from literary or informational texts to support analysis and reflection
- Strengthen writing skills by planning, editing, rewriting or trying a new approach
- Use technology to produce and publish individual or shared writing projects
- Conduct short and long term research projects to answer a question or solve a problem
- Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of sources
- Integrate information while maintaining the flow of ideas while avoiding plagiarism

Speaking and Listening 1.5

- initiate and participate in a range of collaborative discussions on grade-level topics, texts, issues
- evaluate how the speaker's perspective, use of evidence and rhetoric affect the credibility of an argument
- integrate multiple sources of information in diverse formats and media in order to make decisions and solve problems while evaluating source credibility
- present information, findings, and evidence conveying clear perspective, organization and style
- adapt speech to a variety of contexts and tasks
- demonstrate command of the conventions of standard English when speaking
- make strategic use of digital media in presentations to add interest and enhance understanding of findings or evidence

Oxford Area School District – English Language Arts Curriculum
Grade 12

Course/ Grade:	English Language Arts -Grade 12	Instructional Unit:	1: From Legend to History	Suggested Timeline:	6-8 weeks
Overview: In this unit, instruction will center on the epic and heroism. Students read critically from, and write to, informational and classic epics. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives and main idea. Students will be exposed to frame story structure, characteristics of an epic, and allegory. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how epic heroes can make the greatest difference in improving the lives of others and society as a whole. Key outcomes include analyzing the impact of the author’s choices; and evaluating how words and phrases shape meaning and tone in texts.			Essential Questions: What are the epic hero qualifications and elements of an epic? What is an allegory?		
Essential Learning Targets: At the end of this unit students will be able to: <ul style="list-style-type: none">Analyze the impact of the author’s choicesAnalyze context cluesAnalyze allegorical elementsEvaluate how words and phrases shape meaning and tone in texts.					
Reading Informational Text		Reading Literature	Writing		Speaking & Listening
		CC.1.3.11-12.F Evaluate how words and phrases shape meaning and tone in texts.	CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.		CC.1.5.11-12.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and

	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Epic hero Heroism Characterization Frame story Archetype Allegory Epic simile In medias res Epic Pilgrimage</p>		

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	<p>Simony Valet Comedy Muse Purgatory Limbo Personification Allusion</p>		
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text

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		<p>ELA writing guide</p> <p>Keystone writing rubric</p>	
Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	<p>Multiple choice assessments</p> <p>Formative assessments</p>	<p>Routine writing to develop and convey understanding.</p>	<p>Collaborative discussion framed around the big idea of mastering purposeful and independent expression from their</p>

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	<p>Close reading assessments</p> <p>Ticket out the Door</p> <p>Partner Share</p>		<p>informational text and literature selections.</p>
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Course/ Grade:	English Language Arts -Grade 12	Instructional Unit:	Celebrating Humanity 2	Suggested Timeline:	6-8 weeks
Overview: In this unit, reading, writing, speaking, and listening are focused around students reading from, and writing to drama. Students engage in class discussions involving the literature to interpret cause and effect relationships, tragic flaws, main idea, and analyze clarity of meaning. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the view and opinions of his or her audience. Key outcomes include integrating and evaluating multiple sources of information presented in different media or formats; analyzing the interaction and development of a complex set of ideas; and creating a smooth progression of experiences or events using 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.			Essential Questions: How do the themes of Macbeth still relate to today? In what ways did the Elizabethan time period affect Shakespeare's writing? What is more important: loyalty, ambition, or power?		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none">• Integrate and evaluate multiple sources of information presented in different media or formats• Utilize context clues to analyze meaning• Write with an awareness of the stylistic aspects of writing					
Reading Informational Text		Reading Literature		Writing	
		CC.1.3.11-12.C Analyze the impact of the author’s choices regarding how		CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task,	
				CC.1.5.11-12.A Initiate and participate effectively in a range of	

	<p>to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.G 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.)</p> <p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.11–12.K</p>	<p>and audience.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <p>Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>CC.1.4.11–12.V 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.</p>	<p>collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
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	<p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p>		
Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
	<p>Soliloquy Iambic pentameter occult supernatural Globe Theater patronage corruption ambition Foil</p>		

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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text ELA writing guide Keystone writing rubric	Savvas MyPerspectives Text

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
	<p>Multiple Choice Assessments</p> <p>Formative Assessment</p> <p>Ticket out the Door</p> <p>Partner Share</p> <p>Independent project</p>	<p>Routine writing to develop and convey understanding</p>	<p>Students will initiate and engage in meaningful collaborative discussion framed around the big idea of mastering purposeful and independent expression from their informational text and literature selections</p>

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Course/ Grade:	Language Arts Grade 12	Instructional Unit:	Unit 3: Research Unit	Suggested Timeline:	6-8 weeks
Overview: In this module, reading and writing are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, informational text. Students apply a broad range of reading and writing skills. Key outcomes include evaluating how words and phrases shape meaning and tone in texts and writing with a sharp, distinct focus identifying topic, task, and audience. In addition, students conduct more sustained research and then organize their findings to answer an identified question, while using appropriate transitions and formatting to aid in comprehension.			Essential Questions: <ul style="list-style-type: none">• How does interaction with text provoke thinking and response?• What sources are relevant, accurate, from an authoritative source, objective, current and comprehensive?• What is the purpose of parenthetical documentation?		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none">• Evaluate how words and phrases shape meaning and tone in texts• Write with a sharp, distinct focus identifying topic, task, and audience.• Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aid comprehension• Conduct short as well as more sustained research project to support a thesis; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject including literary criticism, demonstrating understanding of the subject under investigation					
Reading Informational Text		Reading Literature		Writing	
				Speaking & Listening	

<p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>		<p>CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11-12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.V 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</p>	
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Oxford Area School District – English Language Arts Curriculum
Grade 12

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		understanding of the subject under investigation.	
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
Discrepancies Credibility Reliability Evaluate Analyze Accuracy	Tone	Evidence Topic Task Audience Syntax Diction Transitions Synthesize Reasoning Thesis Parenthetical citations	Digital Media Orally

Resources	Resources	Resources	Resources
<p>Savvas MyPerspectives Text</p> <p>Library Pathfinders and Databases</p>	<p>Savvas MyPerspectives Text</p>	<p>Savvas MyPerspectives Text</p> <p>Noodletools</p> <p><i>MLA Handbook for Writers 8th</i> Edition</p>	<p>Savvas MyPerspectives Text</p>

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Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
		Graphic Organizers Argumentative Essay	

Course/ Grade:	Language Arts Grade 12	Instructional Unit:	Unit 4: Speech Unit	Suggested Timeline:	6-8 weeks
Overview: In this module, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students apply a broad range of writing, speaking, and listening skills. Key outcomes include evaluating how words and phrases shape meaning and tone and writing with a sharp, distinct focus identifying topic, task, and audience.			Essential Questions: <ul style="list-style-type: none">• How can one effectively use the communication process and why is it important to be both culturally and ethically respectful when speaking in public?• Why is listening an important communication skill and how can listening skills be improved?• What are the structural elements of a speech and what strategies can be used to enhance each part?• What are the elements of speech delivery and what strategies can be used to improve delivery?		
Essential Learning Targets: At the end of this module, students will be able to independently use their learning to: <ul style="list-style-type: none">• Evaluate how words and phrases shape meaning and tone• Write with a sharp, distinct focus identifying topic, task, and audience• Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link ideas; provide a concluding statement or section that supports the information presented					
Reading Informational Text		Reading Literature		Writing	
				CC.1.4.11-12.B Write with a sharp distinct focus identifying topic, task, and audience. CC.1.4.11-12.D Organize complex ideas,	
				CC.1.5.11-12.B Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice,	

		<p>concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11-12.V 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.</p>	<p>points of emphasis, and tone.</p> <p>CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.</p>
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Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary	Domain Specific Vocabulary
		Evidence	Listening

		Accuracy Topic Task Audience Syntax Transitions Synthesize Reasoning Thesis/Main point Supporting details	Evaluating Style Focus
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Resources	Resources	Resources	Resources
Savvas MyPerspectives Text	Savvas MyPerspectives Text	Savvas MyPerspectives Text Rubrics	Savvas MyPerspectives Text

Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments	Performance Tasks/Assessments
		<p>Routine writing to develop and convey understanding</p> <p>Impromptu and extemporaneous speeches</p>	<p>Students will master purposeful independent expression</p>

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