

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Reception

STANDARD

R3.

Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY

Expression

STANDARD

R7.

Use context clues to determine meanings of unfamiliar spoken or written words.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY

Process and employ information for a variety of academic, occupational, and personal purposes.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

3

Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

RELATED
CONTENT /
EXPECTATION

8

Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD

RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

15

Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

3

Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED
CONTENT /
EXPECTATION

15

Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED
CONTENT /
EXPECTATION

16

Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

18

Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

23

Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 03: The Body of a Speech, p. 29-42

Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.
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**STRAND /
DOMAIN****CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
STRAND / DOMAIN		DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
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STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
STRAND / DOMAIN RESEARCH LITERACY		
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 05: Narrative Speech, p. 51-62

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
STANDARD	R2.	Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	4	Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.

RELATED CONTENT / EXPECTATION	6	Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.a.	Incorporate narrative techniques in other modes of writing as appropriate.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

18

Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

23

Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED
CONTENT /
EXPECTATION

26

Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

29

Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 06: Two Primary Speech Goals, p. 63-66

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN**

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN**

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
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**STRAND /
DOMAIN**

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.a.	Incorporate narrative techniques in other modes of writing as appropriate.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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Week 07: Expository Speech, p. 67-78

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
RELATED CONTENT / EXPECTATION	7	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

STRAND / DOMAIN CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.a.	Incorporate narrative techniques in other modes of writing as appropriate.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

23

Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED
CONTENT /
EXPECTATION

26

Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED
CONTENT /
EXPECTATION

27

Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

RELATED
CONTENT /
EXPECTATION

28

Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

RELATED
CONTENT /
EXPECTATION

29

Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

30

Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 08: Three Modes of Persuasion, p. 79-82

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	7	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.
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**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 09: Persuasive Speech, p. 83-94

Alabama Courses of Study**Language Arts**

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN****RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
GRADE EXPECTATION	11.c.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	13	Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.
STRAND / DOMAIN		DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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STRAND / DOMAIN **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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STRAND / DOMAIN **LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

STRAND / DOMAIN

RESEARCH LITERACY

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Week 10: Extensive Memory Techniques, p. 95-98

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.

STRAND / DOMAIN

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

STRAND / DOMAIN

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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STRAND / DOMAIN **RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
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Week 11: Impromptu Speech, p. 99-110

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
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STRAND / DOMAIN **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	1	Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.
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RELATED CONTENT / EXPECTATION	7	Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	12	Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.
STRAND / DOMAIN		CRITICAL LITERACY
OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	14	Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
STRAND / DOMAIN		DIGITAL LITERACY
OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
STRAND / DOMAIN		LANGUAGE LITERACY
OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING
RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.
STRAND / DOMAIN		RESEARCH LITERACY
OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	30	Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.
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Week 12: Various Speech Opportunities, p. 110-119

Alabama Courses of Study

Language Arts

Grade 11 - Adopted: 2021/Effective 2022

**STRAND /
DOMAIN**

RECURRING STANDARDS FOR GRADES 9-12

OBJECTIVE / CATEGORY		Reception
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.
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**STRAND /
DOMAIN**

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	10	Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
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**STRAND /
DOMAIN**

CRITICAL LITERACY

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.
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**STRAND /
DOMAIN**

DIGITAL LITERACY

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	16	Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
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**STRAND /
DOMAIN****DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

18

Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.

**STRAND /
DOMAIN****LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

23

Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED
CONTENT /
EXPECTATION

26

Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.

**STRAND /
DOMAIN****RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		EXPRESSION – SPEAKING

RELATED
CONTENT /
EXPECTATION

30

Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.