

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Idaho Content Standards

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

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

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE **11/12.RC** **Reading Comprehension Strand**
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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STANDARD / COURSE **11/12.RC** **Reading Comprehension Strand**
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
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GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
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STANDARD / COURSE **11/12.RC** **Reading Comprehension Strand**
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	11/12.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
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STANDARD / COURSE **11/12.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	11/12.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	11/12.RS -DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)

GLE / BIG IDEA	11/12.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC-GU.1e.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE	11/12.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
STANDARD / COURSE	11/12.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)

GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	11/12.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)

GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 03: The Body of a Speech, p. 29-42

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE	11/12.RC -	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TE.	Textual Evidence (TE)

GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
STANDARD / COURSE	11/12.RC	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	11/12.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

STANDARD / COURSE **11/12.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

STANDARD / COURSE **11/12.OD C-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Week 04: The Introduction and Conclusion of a Speech, p. 43-50

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE **11/12.RC -** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE **11/12.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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STANDARD / COURSE **11/12.OD C- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 05: Narrative Speech, p. 51-62

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE	11/12.RC	Reading Comprehension Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
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GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
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STANDARD / COURSE	11/12.RC	Reading Comprehension Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -L.	Literature (L)
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GLE / BIG IDEA	11/12.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC -L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC -L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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STANDARD / COURSE	11/12.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE	11/12.W-	Writing Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1e.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

Week 06: Two Primary Speech Goals, p. 63-66

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE **11/12.RC -** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	11/12.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Week 07: Expository Speech, p. 67-78

Idaho Content Standards

Language Arts

Grade **11** - Adopted: **2022**

STANDARD / COURSE	11/12.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	11/12.RS-	Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	11/12.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1e.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

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

Idaho Content Standards

Language Arts

Grade 11 - Adopted: 2022

STANDARD / COURSE 11/12.RC Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
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GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
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STANDARD / COURSE 11/12.RS- Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE 11/12.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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STANDARD / COURSE 11/12.OD C- Oral and Digital Communications Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Week 09: Persuasive Speech, p. 83-94

Idaho Content Standards

Language Arts

Grade **11** - Adopted: **2022**

STANDARD / COURSE 11/12.RC - Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 11/12.RC -RF. Reading Fluency (RF)

GLE / BIG IDEA 11/12.RC -RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE 11/12.RS- Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 11/12.RS-IP. Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA 11/12.RS -IP.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

STANDARD / COURSE 11/12.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL 11/12.W-RW. Range of Writing (RW)

GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

Idaho Content Standards

Language Arts

Grade **11** - Adopted: **2022**

STANDARD / COURSE	11/12.RC -	Reading Comprehension Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
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GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
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STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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Week 11: Impromptu Speech, p. 99-110

Idaho Content Standards

Language Arts

Grade **11** - Adopted: **2022**

STANDARD / COURSE	11/12.RC -	Reading Comprehension Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TC.	Text Complexity (TC)
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GLE / BIG IDEA	11/12.RC -TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the lower end of the grades 11–12 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
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STANDARD / COURSE **11/12.RC** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-RF.	Reading Fluency (RF)
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GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
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STANDARD / COURSE **11/12.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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STANDARD / COURSE **11/12.VD-** **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
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OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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STANDARD / COURSE **11/12.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE **11/12.W-** **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-HWK.	Handwriting and Keyboarding (HWK)
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GLE / BIG IDEA	11/12.W-HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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STANDARD / COURSE **11/12.OD C-** **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

STANDARD / COURSE **11/12.GC -** **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1e.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

Week 12: Various Speech Opportunities, p. 110-119

Idaho Content Standards

Language Arts

Grade **11** - Adopted: 2022

STANDARD / COURSE **11/12.RC -** **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -RF.	Reading Fluency (RF)
GLE / BIG IDEA	11/12.RC -RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

STANDARD / COURSE **11/12.RS-** **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
STANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1e.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.