

# Main Criteria: Introduction to Public Speaking

## Secondary Criteria: Massachusetts Curriculum Frameworks

**Subject:** Language Arts

**Grade:** 12

### Introduction to Public Speaking

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

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

#### FOCUS / COURSE SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK-12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

**FOCUS / COURSE**      **RL.11-12.**      **Grades 11–12 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD / CONCEPT / SKILL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.

**FOCUS / COURSE**      **RL.11-12.**      **Grades 11–12 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.11-12.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

**FOCUS / COURSE**      **RI.11-12.    Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD / CONCEPT / SKILL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RI.11-12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**FOCUS / COURSE**      **RI.11-12.    Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.11-12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**FOCUS / COURSE**      **RI.11-12.    Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

**FOCUS / COURSE**      **RI.11-12.    Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.11-12.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.

**FOCUS / COURSE**      **SL.11-12.    Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.11-12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>FOCUS / COURSE</b>	<b>RCA-H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RCA-H.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
STANDARD / CONCEPT / SKILL	RCA-H.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

STANDARD / CONCEPT / SKILL	RCA- H.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain.
<b>FOCUS / COURSE</b>	<b>RCA- H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RCA- H.11-12.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>FOCUS / COURSE</b>	<b>RCA- H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA- H.11-12.8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
<b>FOCUS / COURSE</b>	<b>RCA- H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	RCA- H.11- 12.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SLCA.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	SLCA.11 -12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / CONCEPT / SKILL	SLCA.11 -12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

#### FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### FOCUS / COURSE

#### SL.PK- 12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### FOCUS / COURSE

#### SL.PK- 12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**FOCUS / COURSE**      **L.PK-12.**      **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**FOCUS / COURSE**      **RL.11-12.**      **Grades 11–12 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STANDARD / CONCEPT / SKILL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
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**FOCUS / COURSE**      **RL.11-12.**      **Grades 11–12 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.11-12.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
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**FOCUS / COURSE**      **RI.11-12.**      **Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.11-12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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**FOCUS / COURSE**      **SL.11-12.**      **Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.11-12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SLCA.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
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INDICATOR	SLCA.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SLCA.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, 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

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.11-12.	Grades 11–12 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STANDARD / CONCEPT / SKILL	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
FOCUS / COURSE	RL.11-12.	Grades 11–12 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.11- 12.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
FOCUS / COURSE	RI.11-12.	Grades 11–12 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
FOCUS / COURSE	W.11-12.	Grades 11–12 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.11- 12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**FOCUS / COURSE**      **W.11-12.      Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**FOCUS / COURSE**      **W.11-12.      Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
INDICATOR	W.11-12.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).

**FOCUS / COURSE**      **W.11-12.      Grades 11–12 Writing Standards [W]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS / COURSE**      **SL.11-12.      Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD / CONCEPT / SKILL	L.11-12.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</b>
INDICATOR	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.11- 12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.11- 12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.11- 12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
INDICATOR	WCA.11- 12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

INDICATOR	SLCA.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
FOCUS / COURSE	SLCA.11-12.	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
STRAND		<b>Comprehension and Collaboration</b>

STANDARD / CONCEPT / SKILL	SLCA.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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FOCUS / COURSE	SLCA.11-12.	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
STRAND		<b>Presentation of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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## Massachusetts Curriculum Frameworks

### Language Arts

#### Grade 12 - Adopted: 2017

FOCUS / COURSE	W.PK-12.	<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND		<b>Text Types and Purposes</b>

STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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FOCUS / COURSE	W.PK-12.	<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND		<b>Production and Distribution of Writing</b>

STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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FOCUS / COURSE	W.PK-12.	<b>College and Career Readiness Anchor Standards for Writing</b>
STRAND		<b>Range of Writing</b>

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK-12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**FOCUS / COURSE**      **RI.11-12.**      **Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.11-12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11-12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>
INDICATOR	W.11-12.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>

STANDARD / CONCEPT / SKILL	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>WCA.11- 12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WCA.11- 12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.11- 12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
INDICATOR	WCA.11- 12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**FOCUS / COURSE**      **WCA.11-12.**      **Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SLCA.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
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INDICATOR	SLCA.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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INDICATOR	SLCA.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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**Massachusetts Curriculum Frameworks**

**Language Arts**

**Grade 12 - Adopted: 2017**

**FOCUS / COURSE**      **R.PK-12.**      **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
<b>FOCUS / COURSE</b>	<b>R.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>FOCUS / COURSE</b>	<b>RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RL.11- 12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of a text.
STANDARD / CONCEPT / SKILL	RL.11- 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>FOCUS / COURSE</b>	<b>RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.11- 12.9.	Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
<b>FOCUS / COURSE</b>	<b>RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

STANDARD / CONCEPT / SKILL	RL.11- 12.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
STANDARD / CONCEPT / SKILL	RI.11- 12.9.	Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
INDICATOR	W.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11- 12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

INDICATOR	W.11-12.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.11-12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)
<b>FOCUS / COURSE</b>	<b>RCA- H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA- H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>WCA.11- 12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WCA.11- 12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.11- 12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
INDICATOR	WCA.11- 12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

STANDARD / CONCEPT / SKILL	WCA.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
INDICATOR	SLCA.11- 12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD / CONCEPT / SKILL	SLCA.11 -12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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STANDARD / CONCEPT / SKILL	SLCA.11 -12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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**Massachusetts Curriculum Frameworks**

**Language Arts**

**Grade 12 - Adopted: 2017**

**FOCUS /  
COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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**FOCUS /  
COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**FOCUS /  
COURSE**      **SL.PK-  
12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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**FOCUS /  
COURSE**      **RI.11-12.**      **Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
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**FOCUS /  
COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
FOCUS / COURSE	SL.11-12.	Grades 11–12 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOCUS / COURSE	SL.11-12.	Grades 11–12 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11- 12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
FOCUS / COURSE	L.11-12.	Grades 11–12 Language [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.11- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.11- 12.3.b.	Revise and edit to make work more concise and cohesive.
FOCUS / COURSE	RCA- ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
FOCUS / COURSE	WCA.11- 12.	Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	WCA.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
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INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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## Massachusetts Curriculum Frameworks

### Language Arts

#### Grade 12 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK-12.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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**FOCUS / COURSE**      **RL.11-12.**      **Grades 11–12 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.11-12.7.	Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
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**FOCUS / COURSE**      **RI.11-12.**      **Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
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STANDARD / CONCEPT / SKILL	RI.11-12.8.	Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.11-12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR	W.11- 12.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.11- 12.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD / CONCEPT / SKILL	W.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STANDARD / CONCEPT / SKILL	W.11- 12.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.
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**FOCUS / COURSE**      **W.11-12.**      **Grades 11–12 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

**FOCUS / COURSE**      **RCA-H.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**FOCUS / COURSE**      **RCA-ST.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>FOCUS / COURSE</b>	<b>RCA- ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>WCA.11- 12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WCA.11- 12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	WCA.11- 12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.
INDICATOR	WCA.11- 12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
INDICATOR	WCA.11- 12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

**FOCUS / COURSE**      **WCA.11-12.**      **Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	WCA.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.11-12.6.	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**FOCUS / COURSE**      **WCA.11-12.**      **Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.11-12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**FOCUS / COURSE**      **WCA.11-12.**      **Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WCA.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SLCA.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**FOCUS / COURSE**      **SLCA.11-12.**      **Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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STANDARD / CONCEPT / SKILL	SLCA.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
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**Massachusetts Curriculum Frameworks**

**Language Arts**

**Grade 12 - Adopted: 2017**

**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**FOCUS / COURSE**      **W.PK-12.**      **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**FOCUS / COURSE**      **SL.PK-12.**      **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.11- 12.7.	Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
STANDARD / CONCEPT / SKILL	RI.11- 12.8.	Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
INDICATOR	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

STANDARD / CONCEPT / SKILL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11- 12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.11- 12.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>

INDICATOR	L.11-12.3.b.	Revise and edit to make work more concise and cohesive.
<b>FOCUS / COURSE</b>	<b>RCA-H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	WCA.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
INDICATOR	WCA.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>

STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11 -12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)

INDICATOR	SLCA.11 -12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11 -12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SLCA.11 -12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11- 12.1.</b>	<b>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
INDICATOR	W.11- 12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	W.11- 12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
INDICATOR	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.11- 12.2.</b>	<b>Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.11-12.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.11-12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONCEPT / SKILL	W.11-12.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.11-12.3.b.	Revise and edit to make work more concise and cohesive.
<b>FOCUS / COURSE</b>	<b>RCA-H.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>WCA.11- 12.1.</b>	<b>Write arguments focused on discipline-specific content.</b>
INDICATOR	WCA.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
INDICATOR	WCA.11- 12.1.b.	Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
INDICATOR	WCA.11- 12.1.c.	Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
INDICATOR	WCA.11- 12.1.e.	Provide a concluding statement or section that follows from or supports the argument presented.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>WCA.11- 12.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	WCA.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONCEPT / SKILL	WCA.11- 12.6.	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

<b>FOCUS / COURSE</b>	<b>SLCA.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
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STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 12 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
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STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.

<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
<b>FOCUS / COURSE</b>	<b>L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
STANDARD / CONCEPT / SKILL	L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR	L.11-12.3.b.	Revise and edit to make work more concise and cohesive.
<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>SLCA.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SLCA.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SLCA.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Week 11: Impromptu Speech, p. 99-110

**Massachusetts Curriculum Frameworks**

**Language Arts**

**Grade 12 - Adopted: 2017**

<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>

STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>FOCUS / COURSE</b>	<b>RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RL.11- 12.7.	Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

STANDARD / CONCEPT / SKILL	RI.11- 12.8.	Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
STANDARD / CONCEPT / SKILL	W.11- 12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
INDICATOR	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
STANDARD / CONCEPT / SKILL	W.11- 12.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**FOCUS / COURSE**      **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)

**FOCUS / COURSE**      **RCA-H.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.11-12.6.	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**FOCUS / COURSE**      **RCA-H.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<b>FOCUS / COURSE</b>	<b>RCA-ST.11-12.</b>	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
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STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
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<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
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STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WCA.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
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STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WCA.11-12.6.	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
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STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WCA.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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STANDARD / CONCEPT / SKILL	WCA.11-12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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<b>FOCUS / COURSE</b>	<b>WCA.11-12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
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STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<b>FOCUS / COURSE</b>	<b>SLCA.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
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STRAND		Comprehension and Collaboration
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<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / CONCEPT / SKILL	SLCA.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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**Massachusetts Curriculum Frameworks**

**Language Arts**

**Grade 12 - Adopted: 2017**

<b>FOCUS / COURSE</b>	<b>W.PK-12.</b>	<b>College and Career Readiness Anchor Standards for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONCEPT / SKILL	SL.PK- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.PK- 12.4.</b>	<b>Present information, findings, and supporting evidence such that:</b>
INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning.
INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
<b>FOCUS / COURSE</b>	<b>SL.PK- 12.</b>	<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.PK- 12.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>FOCUS / COURSE</b>	<b>RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
STANDARD / CONCEPT / SKILL	W.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>W.11-12.</b>	<b>Grades 11–12 Writing Standards [W]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SL.11-12.</b>	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>

STANDARD / CONCEPT / SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
FOCUS / COURSE	SL.11-12.	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
STRAND		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
FOCUS / COURSE	SL.11-12.	<b>Grades 11–12 Speaking and Listening Standards [SL]</b>
STRAND		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)
FOCUS / COURSE	RCA-H.11-12.	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]</b>
STRAND		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-H.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
FOCUS / COURSE	RCA-ST.11-12.	<b>Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]</b>
STRAND		<b>Integration of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	RCA-ST.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
FOCUS / COURSE	WCA.11-12.	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
STRAND		<b>Research to Build and Present Knowledge</b>

STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>FOCUS / COURSE</b>	<b>WCA.11- 12.</b>	<b>Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]</b>
<b>STRAND</b>		<b>Range of Writing</b>
STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SLCA.11- 12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)
INDICATOR	SLCA.11- 12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>FOCUS / COURSE</b>	<b>SLCA.11- 12.</b>	<b>Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD / CONCEPT / SKILL	SLCA.11- 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
STANDARD / CONCEPT / SKILL	SLCA.11- 12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.