

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

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

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Reading

INDICATORS OF PROGRESS / STRAND

R2.

Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups.

INDICATORS OF PROGRESS

11.1.2.2.

At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Reading

INDICATORS OF PROGRESS / STRAND

R4.

Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts.

INDICATORS OF PROGRESS

11.1.4.1.

Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text.

INDICATORS OF PROGRESS

11.1.4.4.

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts or events interact and develop in informational text.

CONTENT STANDARD / DOMAIN

Grade 11-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT

Reading

INDICATORS OF PROGRESS / STRAND

R8.

Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

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| INDICATORS OF PROGRESS | 11.1.8.2. | Evaluate the impact of academic, technical and domain-specific vocabulary, including words and phrases, on content, style and meaning of informational text. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |
| INDICATOR | 11.3.1.1.c | 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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| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.2. | Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

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

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

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| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R2. | Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. |

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| INDICATORS OF PROGRESS | 11.1.2.2. | At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |
| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |
| INDICATORS OF PROGRESS | 11.2.8.1. | Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |
| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |
| INDICATOR | 11.3.1.1.c | work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.2. | Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

Week 03: The Body of a Speech, p. 29-42

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R2. | Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. |
| INDICATORS OF PROGRESS | 11.1.2.2. | At grade 11–12 text complexity, select and proficiently read and comprehend texts that address academic tasks. |

CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |
| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |

CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W2. | Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. |

INDICATORS OF PROGRESS 11.2.2.1. Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable.

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |

INDICATORS OF PROGRESS 11.2.3.1. Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan.

INDICATORS OF PROGRESS 11.2.3.2. Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

INDICATORS OF PROGRESS 11.2.8.1. Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

INDICATOR 11.3.1.1.a exchange ideas on grade 11–12 topics, texts and issues from social studies and science.

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| INDICATOR | 11.3.1.1.c | work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.2. | Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

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

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W2. | Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. |
| INDICATORS OF PROGRESS | 11.2.2.1. | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable. |

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |
| INDICATORS OF PROGRESS | 11.2.3.2. | Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. |

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
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| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

INDICATORS
OF PROGRESS

11.2.8.1.

Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
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| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

INDICATOR

11.3.1.1.a

exchange ideas on grade 11–12 topics, texts and issues from social studies and science.

INDICATOR

11.3.1.1.c

work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
|--|---------|--|
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |

INDICATORS
OF PROGRESS

11.3.1.2.

Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.

INDICATORS
OF PROGRESS

11.3.1.3.

Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

Week 05: Narrative Speech, p. 51-62

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
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| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |

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| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
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CONTENT STANDARD / DOMAIN Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
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| INDICATORS OF PROGRESS / STRAND | R6. | Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. |

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| INDICATORS OF PROGRESS | 11.1.6.2. | Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance. |
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CONTENT STANDARD / DOMAIN Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
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| INDICATORS OF PROGRESS / STRAND | W2. | Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. |

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| INDICATORS OF PROGRESS | 11.2.2.1. | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable. |
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CONTENT STANDARD / DOMAIN Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
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| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |

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| INDICATORS OF PROGRESS | 11.2.3.2. | Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. |
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
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| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

INDICATORS
OF PROGRESS

11.2.8.1.

Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
|---|-----------|---|
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

INDICATOR

11.3.1.1.a

exchange ideas on grade 11–12 topics, texts and issues from social studies and science.

INDICATOR

11.3.1.1.c

work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
|---|---------|---|
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |

INDICATORS
OF PROGRESS

11.3.1.2.

Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.

INDICATORS
OF PROGRESS

11.3.1.3.

Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work.

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

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
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| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |
| INDICATOR | 11.3.1.1.c | work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| INDICATOR | 11.3.1.1.d | develop a shared vision and goal in seeking diverse perspectives from the wider world (e.g., experts from the local community or students from other schools, towns, states or countries). |

CONTENT STANDARD / DOMAIN

Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
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| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

Week 07: Expository Speech, p. 67-78

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
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| INDICATORS OF PROGRESS / STRAND | R2. | Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. |

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| INDICATORS OF PROGRESS | 11.1.2.1. | Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R3. | Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. |
| INDICATORS OF PROGRESS | 11.1.3.1. | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |
| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R9. | Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. |
| INDICATORS OF PROGRESS | 11.1.9.1. | Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W2. | Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. |

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| INDICATORS OF PROGRESS | 11.2.2.1. | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable. |
| CONTENT STANDARD / DOMAIN | | Grade 11-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |
| INDICATORS OF PROGRESS | 11.2.3.1. | Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan. |
| INDICATORS OF PROGRESS | 11.2.3.2. | Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. |
| CONTENT STANDARD / DOMAIN | | Grade 11-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W7. | Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. |
| INDICATORS OF PROGRESS | 11.2.7.1. | Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation. |
| INDICATORS OF PROGRESS | 11.2.7.2. | Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing. |
| CONTENT STANDARD / DOMAIN | | Grade 11-12 |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |
| INDICATORS OF PROGRESS | 11.2.8.1. | Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |
| CONTENT STANDARD / DOMAIN | | Grade 11-12 |

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |
| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |

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| INDICATOR | 11.3.1.1.c | 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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CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

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

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R3. | Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. |
| INDICATORS OF PROGRESS | 11.1.3.1. | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories. |

CONTENT STANDARD / DOMAIN **Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |

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| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W5. | Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. |

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| INDICATORS OF PROGRESS | 11.2.5.1. | Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

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| INDICATORS OF PROGRESS | 11.2.8.1. | Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

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| INDICATOR | 11.3.1.1.c | 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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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

Week 09: Persuasive Speech, p. 83-94

Minnesota Academic Standards**Language Arts****Grade 11 - Adopted: 2020****CONTENT
STANDARD /
DOMAIN****Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R2. | Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. |
| INDICATORS OF PROGRESS | 11.1.2.1. | Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning. |

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

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|--|-----------|---|
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |
| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
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| INDICATORS OF PROGRESS / STRAND | R9. | Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. |
| INDICATORS OF PROGRESS | 11.1.9.1. | Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W2. | Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. |
| INDICATORS OF PROGRESS | 11.2.2.1. | Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables and audiovisual elements) when applicable. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |
| INDICATORS OF PROGRESS | 11.2.3.1. | Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan. |
| INDICATORS OF PROGRESS | 11.2.3.2. | Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W4. | Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. |
| INDICATORS OF PROGRESS | 11.2.4.1. | Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years. |
| INDICATORS OF PROGRESS | 11.2.4.2. | Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W5. | Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. |

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| INDICATORS OF PROGRESS | 11.2.5.1. | Write to inform or explain, comparing, integrating and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years; use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W7. | Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. |

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| INDICATORS OF PROGRESS | 11.2.7.1. | Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation. |
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| INDICATORS OF PROGRESS | 11.2.7.2. | Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

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| INDICATORS OF PROGRESS | 11.2.8.1. | Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

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| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |
| INDICATOR | 11.3.1.1.c | work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

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

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

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| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |
| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |
| INDICATOR | 11.3.1.1.c | work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| CONTENT STANDARD / DOMAIN | Grade 11-12 | |
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |

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| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |

Week 11: Impromptu Speech, p. 99-110

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN **Grade 11-12**

| | | |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R2. | Read and comprehend independently A) both self selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. |

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| INDICATORS OF PROGRESS | 11.1.2.3. | Read widely, locating, selecting and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant and marginalized social groups. |
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CONTENT STANDARD / DOMAIN **Grade 11-12**

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|--|-----|--|
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R3. | Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. |

| | | |
|------------------------|-----------|---|
| INDICATORS OF PROGRESS | 11.1.3.1. | Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues or histories. |
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CONTENT STANDARD / DOMAIN **Grade 11-12**

| | | |
|--|-----|--|
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |

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| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
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**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
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| INDICATORS OF PROGRESS / STRAND | R6. | Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. |

INDICATORS
OF PROGRESS

11.1.6.1.

Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases and perspective shape the content and style of a text.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
|---|-----|--|
| INDICATORS OF PROGRESS / STRAND | R9. | Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. |

INDICATORS
OF PROGRESS

11.1.9.1.

Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue or from multiple perspectives, to expand understanding of a topic of inquiry.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
|---|-----|---|
| INDICATORS OF PROGRESS / STRAND | W3. | Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. |

INDICATORS
OF PROGRESS

11.2.3.1.

Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise and edit work, considering the publishing plan.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
|---|-----|---|
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

INDICATORS
OF PROGRESS

11.2.8.1.

Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.

**CONTENT
STANDARD /
DOMAIN****Grade 11-12**

| | | |
|--|-----------|--|
| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

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| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |
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| INDICATOR | 11.3.1.1.c | 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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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |

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| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |
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Week 12: Various Speech Opportunities, p. 110-119

Minnesota Academic Standards

Language Arts

Grade 11 - Adopted: 2020

CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Reading |
| INDICATORS OF PROGRESS / STRAND | R4. | Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. |

| | | |
|------------------------|-----------|---|
| INDICATORS OF PROGRESS | 11.1.4.1. | Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matter uncertain; objectively summarize the text. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

| | | |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Writing |
| INDICATORS OF PROGRESS / STRAND | W8. | Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. |

| | | |
|------------------------|-----------|---|
| INDICATORS OF PROGRESS | 11.2.8.1. | Use and cite a wide variety of print and digital sources, quoting, paraphrasing and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose. |
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CONTENT STANDARD / DOMAIN

Grade 11-12

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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |
| INDICATORS OF PROGRESS | 11.3.1.1. | Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. |

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| INDICATOR | 11.3.1.1.a | exchange ideas on grade 11–12 topics, texts and issues from social studies and science. |
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| INDICATOR | 11.3.1.1.c | 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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CONTENT STANDARD / DOMAIN

Grade 11-12

| | | |
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| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | Listening, Speaking, Viewing and Exchanging Ideas |
| INDICATORS OF PROGRESS / STRAND | LSVEI1. | Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. |

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| INDICATORS OF PROGRESS | 11.3.1.3. | Give and respond thoughtfully to constructive feedback, summarizing points of agreement and disagreement, and solicit relevant feedback for use in revising work. |
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