

Main Criteria: Introduction to Public Speaking

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

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

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, 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.

CONTENT STATEMENT

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STATEMENT

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT		(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.KL.11–12.2.	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.
CONTENT STATEMENT	A.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
CONTENT STATEMENT	C.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONTENT AREA / STANDARD		Language Domain
STRAND	L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	C.	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
STRAND	RI.CR.11–12.1.	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
STRAND	RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
STRAND	RI.CI.11–12.2.	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
STRAND	RI.IT.11–12.3.	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND	RH.6–8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.

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

New Jersey Student Learning Standards**Language Arts**

Grade 11 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.11–12.2.	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.
CONTENT STATEMENT	A.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
CONTENT STATEMENT	C.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
CONTENT STATEMENT	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.
CONTENT STATEMENT	C.	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

CONTENT STATEMENT	E.	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).
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
STRAND	RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT		(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.KL.11–12.2.	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.
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CONTENT
STATEMENT

A.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CONTENT
STATEMENT

C.

Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT
AREA /
STANDARD****Language Domain**

STRAND	L.VL.11–12.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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CONTENT
STATEMENT

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.

CONTENT
STATEMENT

C.

Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

CONTENT
STATEMENT

E.

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).

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CR.11–12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
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STRAND

RL.CI.11–12.2.

Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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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CONTENT
STATEMENT

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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CONTENT
STATEMENT

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.

CONTENT STATEMENT	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.
CONTENT STATEMENT	F.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.11–12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA / STANDARD		Writing Domain

STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	F.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.11–12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	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.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Week 05: Narrative Speech, p. 51-62

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
CONTENT AREA / STANDARD		Reading Domain Anchor Statements
STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT		(RW) Range of Writing: By the end of grade 12, 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.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT		(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CI.11–12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
STRAND	RL.IT.11–12.3.	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STRAND	RL.CT.11–12.8.	Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	F.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD		Writing Domain

STRAND	W.NW.11–12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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CONTENT
STATEMENT

D.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT
STATEMENT

B.

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

CONTENT
STATEMENT

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.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Domain

STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
STRAND	RH.6–8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.
CONTENT AREA / STANDARD		Writing Domain Anchor Statements
STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD		Speaking and Listening Anchor Statements
STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.ES.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.
STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Week 07: Expository Speech, p. 67-78		

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CONTENT
AREA /
STANDARD****Writing Domain Anchor Statements**

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT		(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.MF.11–12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
STRAND	RL.CT.11–12.8.	Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
STRAND	RI.CT.11–12.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CONTENT STATEMENT	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.
CONTENT STATEMENT	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.
CONTENT STATEMENT	F.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
CONTENT AREA / STANDARD		Writing Domain

STRAND	W.NW.11–12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	D.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
STRAND	W.WR.11–12.5.	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.
STRAND	W.SE.11–12.6.	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 (MLA or APA Style Manuals).
STRAND	W.RW.11–12.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

STRAND	RH.6–8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	RH.6–8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND	RH.6–8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.

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

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
CONTENT STATEMENT		(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CONTENT
AREA /
STANDARD**

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RL.CT.11–12.8.	Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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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CONTENT STATEMENT	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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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.ES.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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STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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STRAND	RH.6–8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
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STRAND	RH.6–8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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STRAND	RH.6–8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.
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Week 09: Persuasive Speech, p. 83-94

New Jersey Student Learning Standards

Language Arts

Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND		Language: System and structure, effective use, and vocabulary
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CONTENT
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND		Reading: Text complexity and the growth of comprehension
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CONTENT
STATEMENT

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND		Writing: Text types, responding to reading, and research
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CONTENT
STATEMENT

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CONTENT
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT
STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT
STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CONTENT
AREA /
STANDARD****Reading Domain**

STRAND	RI.MF.11 –12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
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**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.AW.11 –12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONTENT STATEMENT	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.
CONTENT STATEMENT	B.	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
CONTENT STATEMENT	C.	Use transitions (e.g., words, phrases, clauses) 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.
CONTENT STATEMENT	E.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

**CONTENT
AREA /
STANDARD****Writing Domain**

STRAND	W.IW.11– 12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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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CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
STRAND	W.WR.11–12.5.	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.
STRAND	W.SE.11–12.6.	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 (MLA or APA Style Manuals).
STRAND	W.RW.11–12.7.	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.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	RH.6–8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.

STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

New Jersey Student Learning Standards

Language Arts
Grade 11 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND		Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.	
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CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND		Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, 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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CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
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CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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CONTENT STATEMENT	D.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Week 11: Impromptu Speech, p. 99-110**New Jersey Student Learning Standards****Language Arts****Grade 11 - Adopted: 2023****CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**CONTENT
AREA /
STANDARD****Reading Domain Anchor Statements**

STRAND		Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT		(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.
CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT		(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD		Reading Domain
STRAND	RI.PP.11–12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
STRAND	RL.CT.11–12.8.	Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.11–12.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.11–12.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
STRAND	W.WR.11–12.5.	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.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.11–12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

**CONTENT
AREA /
STANDARD****Speaking and Listening Domain**

STRAND	SL.ES.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.
STRAND	SL.PI.11–12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	SL.AS.11–12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
STRAND	RH.6–8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	RH.6–8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
STRAND	RH.6–8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6–8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND	RH.6–8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.

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New Jersey Student Learning Standards**Language Arts**

Grade 11 - Adopted: 2023

**CONTENT
AREA /
STANDARD****Language Domain Anchor Statements**

STRAND		Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT		(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

**CONTENT
AREA /
STANDARD****Speaking and Listening Anchor Statements**

STRAND		Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT		(PE) Participate Effectively: By the end of grade 12, 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.

CONTENT STATEMENT		(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT		(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT		(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.PE.11 –12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
CONTENT AREA / STANDARD		Speaking and Listening Domain
STRAND	SL.ES.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.
STRAND	SL.PI.11– 12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
STRAND	SL.AS.11 –12.6.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
STRAND	RH.6– 8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.
STRAND	RH.6– 8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
STRAND	RH.6– 8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.