

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 11

Introduction to Public Speaking

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

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION

11-12.RL.KID.1.

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION

11.RL.RRTC.10.

Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	11-12.RI.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	11-12.RI.KID.2.	Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	11-12.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	11-12.RI.CS.6.	Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.
STRAND / STANDARD / COURSE	READING STANDARDS – INFORMATIONAL TEXT	

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION 11.RI.RR TC.10. Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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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LEARNING EXPECTATION 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
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INDICATOR 11-12.L.VAU.4.a. Use context as a clue to the meaning of a word or a phrase.

STRAND / STANDARD / COURSE **6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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LEARNING EXPECTATION 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

11-
12.SL.CC.
1

Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING
EXPECTATION

11-
12.SL.CC.
3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

11-
12.SL.PKI.
4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.

INDICATOR 11-12.L.VAU.4.a. Use context as a clue to the meaning of a word or a phrase.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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LEARNING EXPECTATION	11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STRAND / STANDARD / COURSE **SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
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Week 03: The Body of a Speech, p. 29-42

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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LEARNING EXPECTATION	11-12.RL.KID.1.	Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
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STRAND / STANDARD / COURSE **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC.10.	Range of Reading and Level of Text Complexity - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
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LEARNING EXPECTATION	11.RL.RR TC.10.	Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.4	Vocabulary Acquisition and Use - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LEARNING EXPECTATION	11-12.L.VAU.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.
INDICATOR	11-12.L.VAU.4.a.	Use context as a clue to the meaning of a word or a phrase.
STRAND / STANDARD / COURSE		6-12 LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
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INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
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INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	11-12.W.PDW.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	11-12.W.RBPK.9	Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION 11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

INDICATOR	11- 12.W.TTP. 1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11- 12.W.TTP .2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

INDICATOR	11- 12.W.TTP. 2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
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INDICATOR	11- 12.W.TTP. 2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
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INDICATOR	11- 12.W.TTP. 2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	11- 12.W.TTP. 2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	11- 12.W.TTP. 2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	11- 12.W.TTP .3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

INDICATOR	11- 12.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Week 05: Narrative Speech, p. 51-62

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION 11-12.RL.KID.2. Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

LEARNING EXPECTATION 11-12.RL.KID.3. Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

STRAND / STANDARD / COURSE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
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**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING
EXPECTATION

11-
12.SL.CC.
3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

11-
12.SL.PKI.
4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING
EXPECTATION

11-
12.SL.PKI.
6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	11- 12.W.TTP .1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
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INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
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INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	11-12.W.TTP.2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	11-12.W.TTP.3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

INDICATOR	11-12.W.TTP.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
INDICATOR	11-12.W.TTP.3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	11-12.W.TTP.3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION 11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION 11-12.W.PD.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Week 07: Expository Speech, p. 67-78

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION 11-12.RI.KID.1. Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

STRAND / STANDARD / COURSE

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION 11-12.RI.IKI.9. Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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LEARNING EXPECTATION	11-12.L.CSE.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.KL.3	Knowledge of Language - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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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LEARNING EXPECTATION	11-12.L.KL.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.5	Vocabulary Acquisition and Use - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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LEARNING EXPECTATION	11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
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STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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LEARNING EXPECTATION	11-12.L.VAU.6	Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING
EXPECTATION

11-
12.SL.CC.
1

Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING
EXPECTATION

11-
12.SL.CC.
3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING
EXPECTATION

11-
12.SL.PKI.
4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LEARNING EXPECTATION	11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	11-12.W.TTP.1.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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STRAND / STANDARD / COURSE		WRITING STANDARDS
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CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

INDICATOR	11-12.W.TTP.2.a.	Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
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INDICATOR	11-12.W.TTP.2.b.	Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
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INDICATOR	11-12.W.TTP.2.c.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	11-12.W.TTP.2.d.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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INDICATOR	11- 12.W.TTP. 2.e.	Use appropriate formatting, graphics, and multimedia to aid comprehension.
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INDICATOR	11- 12.W.TTP. 2.f.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	11- 12.W.TTP .3	Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

INDICATOR	11- 12.W.TTP. 3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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INDICATOR	11- 12.W.TTP. 3.f.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	11- 12.W.TTP. 3.g.	Use appropriate language and techniques, such as metaphor, simile, and analogy.
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	11- 12.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE **WRITING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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LEARNING EXPECTATION	11-12.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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LEARNING EXPECTATION	11-12.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
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LEARNING EXPECTATION	11-12.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
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LEARNING EXPECTATION	11-12.W.RBP K.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION

11-12.W.RBP.K.9

Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION

11-12.W.RW.10

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

**STRAND /
STANDARD /
COURSE**

READING STANDARDS – INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION

11-12.R.IKI.9.

Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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LEARNING EXPECTATION	11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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LEARNING EXPECTATION	11-12.W.PD W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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Week 09: Persuasive Speech, p. 83-94

**STRAND /
STANDARD /
COURSE****READING STANDARDS – INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING
EXPECTATION11-
12.RI.KID.
1.

Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

**STRAND /
STANDARD /
COURSE****6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.CSE.2	Conventions of Standard English - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LEARNING
EXPECTATION11-
12.LCSE.
2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

**STRAND /
STANDARD /
COURSE****6-12 LANGUAGE STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING
EXPECTATION11-
12.L.VAU.
6

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE****SPEAKING AND LISTENING STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION	11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.1	Text Types and Protocol - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LEARNING EXPECTATION	11-12.W.TTP.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

INDICATOR	11-12.W.TTP.1.a.	Introduce precise claim(s).
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INDICATOR	11-12.W.TTP.1.b.	Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	11-12.W.TTP.1.c.	Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
INDICATOR	11-12.W.TTP.1.d.	Provide a concluding statement or section that follows from and supports the argument presented.

STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

INDICATOR	11-12.W.TTP.2.e.	Use appropriate formatting, graphics, and multimedia to aid comprehension.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	11-12.W.PDW.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	11-12.W.PD W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	11-12.W.PD W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	11-12.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	11-12.W.RBP K.8	Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

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

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LEARNING EXPECTATION	11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

**STRAND /
STANDARD /
COURSE**

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.6	Vocabulary Acquisition and Use - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LEARNING EXPECTATION 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

LEARNING EXPECTATION 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
STANDARD /
COURSE**

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	11-12.W.TTP.2	Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
INDICATOR	11-12.W.TTP.2.e.	Use appropriate formatting, graphics, and multimedia to aid comprehension.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	11-12.W.PDW.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK.7	Research to Build and Present Knowledge - Standard 7

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
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LEARNING EXPECTATION	11-12.W.RBP K.7	Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
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Week 12: Various Speech Opportunities, p. 110-119

Tennessee Academic Standards

Language Arts

Grade 11 - Adopted: 2016

STRAND / STANDARD / COURSE

6-12 LANGUAGE STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	L.VAU.5	Vocabulary Acquisition and Use - Standard 5
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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LEARNING EXPECTATION	11-12.L.VAU.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.
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STRAND / STANDARD / COURSE

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
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LEARNING EXPECTATION	11-12.SL.CC.1	Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.3	Comprehension and Collaboration - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LEARNING EXPECTATION	11-12.SL.CC.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	11-12.SL.PKI.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	11-12.SL.PKI.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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LEARNING EXPECTATION	11-12.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
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