

Main Criteria: University-Ready Writing

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts

Grade: 12

University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD**

Reading Literature Standards

**TOPIC /
INDICATOR**

Key Ideas and Details

**INDICATOR /
PROFICIENCY
LEVEL**

RL.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

**TOPIC /
INDICATOR**

Key Ideas and Details

**INDICATOR /
PROFICIENCY
LEVEL**

RI.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**INDICATOR /
PROFICIENCY
LEVEL**

RI.11-
12.2.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STRAND /
TOPIC /
STANDARD**

Reading Informational Text

**TOPIC /
INDICATOR**

Craft and Structure

**INDICATOR /
PROFICIENCY
LEVEL**

RI.11-
12.4.

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 (e.g., how Madison defines faction in Federalist No. 10).

**STRAND /
TOPIC /
STANDARD**

Writing Standards

**TOPIC /
INDICATOR**

Text Types and Purposes

**INDICATOR /
PROFICIENCY
LEVEL**

W.11-
12.1.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	W.11-12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
OBJECTIVE	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.

**STRAND /
TOPIC /
STANDARD**

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**STRAND /
TOPIC /
STANDARD**

Writing Standards

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

**STRAND /
TOPIC /
STANDARD**

Speaking and Listening Standards

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

OBJECTIVE	SL.11-12.1.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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STRAND / TOPIC / STANDARD	Language Standards
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / TOPIC / STANDARD	Language Standards
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TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.11-12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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STRAND / TOPIC / STANDARD	Reading Literature Standards
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TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
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STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.6.	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
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STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Integration of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
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STRAND / TOPIC / STANDARD

Writing Standards

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

Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	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.

STRAND / TOPIC / STANDARD

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

STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Speaking and Listening Standards
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	SL.11-12.1.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.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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INDICATOR /
PROFICIENCY
LEVEL

SL.11-
12.3.

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

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR /
PROFICIENCY
LEVEL

SL.11-
12.4.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR /
PROFICIENCY
LEVEL

L.11-
12.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE

L.11-
12.4.a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE

L.11-
12.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR /
PROFICIENCY
LEVEL

L.11-
12.6.

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

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

Maryland College and Career-Ready Standards**Language Arts**

Grade 12 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STRAND / TOPIC / STANDARD	Reading Informational Text	
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**STRAND /
TOPIC /
STANDARD****Writing Standards**

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

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

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

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11- 12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

Maryland College and Career-Ready Standards**Language Arts**

Grade 12 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	W.11- 12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
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STRAND / TOPIC / STANDARD	Writing Standards
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TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	SL.11-12.1.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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STRAND / TOPIC / STANDARD	Speaking and Listening Standards
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TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.11- 12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 05: Practice Note Taking; Tools of Invention, p. 35-40

Maryland College and Career-Ready Standards**Language Arts**

Grade 12 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11- 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	W.11- 12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	W.11- 12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
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OBJECTIVE	W.11- 12.1.c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
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OBJECTIVE	W.11- 12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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INDICATOR / PROFICIENCY LEVEL	W.11- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
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**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR		Range of Writing
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**INDICATOR /
PROFICIENCY
LEVEL****W.11-
12.10.**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /
PROFICIENCY
LEVEL****SL.11-
12.1.**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE**SL.11-
12.1.a.**

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

OBJECTIVE**SL.11-
12.1.b.**

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

OBJECTIVE**SL.11-
12.1.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.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
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**INDICATOR /
PROFICIENCY
LEVEL****SL.11-
12.3.**

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

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
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**INDICATOR /
PROFICIENCY
LEVEL****SL.11-
12.4.**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.11-12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

Writing Standards		
STRAND / TOPIC / STANDARD	TOPIC / INDICATOR	Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Writing Standards		
STRAND / TOPIC / STANDARD	TOPIC / INDICATOR	Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
Writing Standards		
STRAND / TOPIC / STANDARD	TOPIC / INDICATOR	Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	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.
Speaking and Listening Standards		
STRAND / TOPIC / STANDARD	TOPIC / INDICATOR	Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Production and Distribution of Writing	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
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STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Research to Build and Present Knowledge
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INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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STRAND / TOPIC / STANDARD

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

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

OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	SL.11-12.1.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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STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Presentation of Knowledge and Ideas	
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INDICATOR /
PROFICIENCY
LEVEL

SL.11-
12.4.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR /
PROFICIENCY
LEVEL

L.11-
12.6.

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

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

Maryland College and Career-Ready Standards**Language Arts**

Grade 12 - Adopted: 2022

**STRAND /
TOPIC /
STANDARD****Reading Literature Standards**

TOPIC / INDICATOR	Key Ideas and Details	
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INDICATOR /
PROFICIENCY
LEVEL

RL.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Key Ideas and Details	
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INDICATOR /
PROFICIENCY
LEVEL

RI.11-
12.1.

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR /
PROFICIENCY
LEVEL

RI.11-
12.2.

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

Topic / Indicator		Craft and Structure
Indicator / Proficiency Level	RI.11-12.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
Strand / Topic / Standard		Reading Informational Text
Topic / Indicator		Integration of Knowledge and Ideas
Indicator / Proficiency Level	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Text Types and Purposes
Indicator / Proficiency Level	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Objective	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Objective	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Objective	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Objective	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Objective	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Strand / Topic / Standard		Writing Standards
Topic / Indicator		Production and Distribution of Writing
Indicator / Proficiency Level	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
Indicator / Proficiency Level	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
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**INDICATOR /
PROFICIENCY
LEVEL**W.11-
12.8.

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.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR	Range of Writing	
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**INDICATOR /
PROFICIENCY
LEVEL**W.11-
12.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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**INDICATOR /
PROFICIENCY
LEVEL**SL.11-
12.1.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVESL.11-
12.1.a.

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

OBJECTIVESL.11-
12.1.b.

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

OBJECTIVESL.11-
12.1.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.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR	Comprehension and Collaboration	
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**INDICATOR /
PROFICIENCY
LEVEL**SL.11-
12.3.

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

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR	Vocabulary Acquisition and Use	
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INDICATOR / PROFICIENCY LEVEL	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11-12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE

W.11-12.2.b.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

STRAND / TOPIC / STANDARD

Writing Standards

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

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

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

TOPIC / INDICATOR	Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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Week 10: Thesis Statement; Abstract, p. 84-98

Maryland College and Career-Ready Standards

Language Arts

**STRAND /
TOPIC /
STANDARD****Reading Informational Text**

TOPIC / INDICATOR	Integration of Knowledge and Ideas	
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**INDICATOR /
PROFICIENCY
LEVEL**RI.11-
12.7.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR	Text Types and Purposes	
INDICATOR / PROFICIENCY LEVEL	W.11- 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVEW.11-
12.2.a.

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVEW.11-
12.2.b.

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVEW.11-
12.2.c.

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVEW.11-
12.2.d.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVEW.11-
12.2.f.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR	Production and Distribution of Writing	
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**INDICATOR /
PROFICIENCY
LEVEL**W.11-
12.4.

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

**INDICATOR /
PROFICIENCY
LEVEL**W.11-
12.5.

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

**STRAND /
TOPIC /
STANDARD****Writing Standards**

TOPIC / INDICATOR	Research to Build and Present Knowledge	
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR	Range of Writing	
INDICATOR / PROFICIENCY LEVEL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	SL.11-12.1.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.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR	Comprehension and Collaboration	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STRAND / TOPIC / STANDARD	Language Standards	
TOPIC / INDICATOR	Vocabulary Acquisition and Use	

INDICATOR / PROFICIENCY LEVEL	L.11-12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.11-12.3.	Analyze the impact of the author's choices 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 / TOPIC / STANDARD	Reading Literature Standards	
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	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.
STRAND / TOPIC / STANDARD	Writing Standards	
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD	Speaking and Listening Standards	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

OBJECTIVE	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	SL.11-12.1.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.

STRAND / TOPIC / STANDARD

Speaking and Listening Standards

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

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STRAND / TOPIC / STANDARD

Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
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INDICATOR / PROFICIENCY LEVEL	L.11-12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Maryland College and Career-Ready Standards

Language Arts

Grade 12 - Adopted: 2022

STRAND / TOPIC / STANDARD	Reading Literature Standards
TOPIC / INDICATOR	Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.11-12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

STRAND / TOPIC / STANDARD

Reading Literature Standards

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
INDICATOR / PROFICIENCY LEVEL	RL.11-12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

STRAND / TOPIC / STANDARD

Reading Informational Text

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

STRAND / TOPIC / STANDARD

Reading Informational Text

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	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 (e.g., how Madison defines faction in Federalist No. 10).

STRAND / TOPIC / STANDARD

Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	W.11-12.3.a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	W.11-12.3.d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
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TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.11-12.9.a.	Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
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TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

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

**STRAND /
TOPIC /
STANDARD****Speaking and Listening Standards**

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11- 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.11- 12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.11- 12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STRAND /
TOPIC /
STANDARD****Language Standards**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.11- 12.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.