EAST PENN SCHOOL DISTRICT

11TH GRADE ENGLISH

Approved 10/19
Effective 8/20

Unit 1: Nature (Informative)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

CC.1.2.11–12.A
Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to identify and analyze the evolving relationship between humans and their environment.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Rhetorical strategies are employed purposefully to achieve a goal.
U2: Humans actions have an impact on their environment.
U3: Humans are products of their environment.</td><td>ESSENTIAL QUESTIONS
EQ1: What is the relationship between humans and their environment?
EQ2: What is our responsibility to nature?
EQ3: How do speakers craft a text to achieve their purpose?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Rhetorical strategies and terminology: ethos, logos, pathos
K2: There are varying beliefs about our relationship with nature.</td><td>Students will be skilled at...
S1: Analyzing rhetorical strategies
S2: Analyzing the central idea of a text
S3: Explaining the development and interaction of central ideas
S4: Analyzing the interaction of complex texts
S5: Citing strong textual support to support inference or conclusions</td></tr>
</table>

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.2.11–12.G 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. CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments. CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. CC.1.2.11–12.J 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		S6: Evaluating an author's point of view S7: Evaluating the effectiveness of a text structure and techniques S8: Evaluating how words shape meaning and tone S9: Evaluating multiple sources of information presented in various media S10: Analyzing seminal texts S11: Using academic vocabulary S12: Determining the meaning of unknown words S13: Writing to examine and convey complex ideas, concepts, and information S14: Analyzing the topic thoroughly by selecting the most significant and relevant facts S15: Organizing complex ideas, concepts, and information S16: Using precise language S17: Maintaining a formal style and objective tone S18: Demonstrating a grade-appropriate command of the conventions S19: Drawing evidence from literary or informational texts to support analysis S20: Integrating multiple sources of information to make informed decisions S21: Demonstrating command of the conventions of standard English while speaking S22: Utilizing MLA format

gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.J 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience. CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. ● Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to		

manage the complexity of the topic. ● Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X 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 discipline-specific		

tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Unit 2: Pursuit of Happiness (Argument)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.G
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.

CC.1.2.11–12.J
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.

CC.1.2.11–12.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to examine the promises and pitfalls associated with the pursuit of happiness as explored in literature.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Authors create literature to explore the positive and negative aspects of pursuing success.
U2: Research is utilized to support and defend a writer’s argument.
U3: Happiness is subjective.</td><td>ESSENTIAL QUESTIONS
EQ1: What do you need to be happy?
EQ2: How do we persuade to get what we want?
EQ3: What causes discontent?
EQ4: How are our values shaped by our attempt to succeed?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Components of an argument: thesis, transitions, coherence, evidence, detail, counterclaim, ethos, pathos, logos</td><td>Students will be skilled at...
S1: Analyzing the development of complex ideas
S2: Evaluating multiple sources of information
S3: Using accurately general academic language
S4: Clarifying the meaning of unknown words
S5: Analyzing the relationship between two more themes
S6: Analyzing the impact of the author’s writing choices in a story or drama
S7: Evaluating how words and phrases shape meaning</td></tr>
</table>

and tools. CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. and explicit assumptions and beliefs. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.G 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.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts		S8: Analyzing multiple interpretations of a work S9: Demonstrating knowledge of foundational works of literature S10: Writing with a sharp, distinct focus identifying topic, task, and audience S11: Distinguishing the claim(s) from alternate or opposing claims S12: Creating organization that logically sequences claim(s), counterclaims, reasons, and evidence S13: Using words and phrases to create cohesion S14: Writing with an awareness of the stylistic aspects of composition S15: Gathering relevant information from multiple authoritative print and digital sources S16: Demonstrating command of the conventions of standard English while speaking S17: Utilizing MLA format.

from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools. CC.1.3.11–12.J 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. ● Introduce the precise,knowledgeable claim. CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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. CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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 CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.V 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. CC.1.4.11–12.W 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. CC.1.4.11–12.X 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 discipline-specific tasks,		

purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Unit 3: Community (Lit Circles & Lit Analysis)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.J
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.

CC.1.2.11–12.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to identify the importance of belonging to a community.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Within a community we accept different roles and responsibilities.
U2: Belonging to a reading community provides an opportunity to make connections with others.
U3: An author uses literary techniques to create meaning.</td><td>ESSENTIAL QUESTIONS
EQ1: What are the benefits and challenges of belonging to a community?
EQ2: What are the effects of being excluded from a community?
EQ3: What are our roles and responsibilities in a successful community?
EQ4: What is gained through a deeper analysis of literature?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Literary terminology: theme, imagery, characterization, symbolism, conflict, point of view</td><td>Students will be skilled at...
S1: Analyzing a complex set of ideas
S2: Using general academic language
S3: Clarifying the meaning of unknown words
S4: Analyzing the relationship between two or more themes
S5: Citing strong textual evidence
S6: Evaluating an author’s point of view
S7: Writing arguments with sharp, distinct focus</td></tr>
</table>

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts. CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing		S8: Distinguishing claims from alternate or opposing claims S9: Creating organization that logically sequences claim(s), counterclaims, reasons, and evidence S10: Writing with an awareness of the stylistic aspects of composition. S11: Participating effectively in a range of collaborative discussions S12: Evaluating how the speaker's perspective, reasoning, and use of rhetoric affect the credibility of an argument S13: Adapting speech to a variety of contexts and tasks S14: Utilizing MLA format

flexibly from a range of strategies and tools. CC.1.3.11–12.J 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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. CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence;		

use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or		

shared writing products in response to ongoing feedback, including new arguments and information. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		

Unit 4: Being Human (Narrative)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="7">ESTABLISHED GOALS

Standards

CC.1.2.11–12.C
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.J
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.

CC.1.2.11–12.K
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to explore the human experience presented through literature in order to become empathetic, self-reflective members of society.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Reading literature helps us determine what it means to be human.
U2: Self-reflection is the path to growth.
U3: Value of communicating a personal narrative</td><td>ESSENTIAL QUESTIONS
EQ1: How do we derive meaning for our life?
EQ2: How do our experiences shape our perspective and identity?
EQ3: Why is it important to communicate a clear message?
EQ4: Why do people need stories?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Structure of a narrative</td><td>Students will be skilled at...
S1: Analyzing a complex set of ideas
S2: Using academic words and phrases
S3: Clarifying the meaning of unknown words
S4: Analyzing the relationship between two or more themes or central idea
S5: Analyzing the impact of the author’s choices
S6: Analyzing multiple interpretations of a work
S7: Writing narratives to develop real or imagined experiences or events</td></tr>
</table>

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text. CC.1.3.11–12.G 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.) CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics. CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies		S8: Engaging and orienting the reader S9: Creating a smooth progression of experiences or events S10: Using parallel structure. S11: Using various types of phrases and clauses S12: Demonstrating a grade-appropriate command of the conventions of standard English grammar S13: Adapting speech to a variety of contexts and tasks. S14: Evaluating how the speaker's perspective, reasoning, and use of rhetoric affect the credibility of an argument S15: Participating effectively in a range of collaborative discussions S16: Utilizing MLA format

and tools. CC.1.3.11–12.J 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. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or		

events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. ● Use parallel structure. ● Use various types of phrases and clauses to convey specific meanings and add variety and interest. ● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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. CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments		

and information. CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences. CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. CC.1.5.11–12E Adapt speech to a variety of contexts and tasks. CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.		