EAST PENN SCHOOL DISTRICT

12TH GRADE ENGLISH

Approved 10/19
Effective 8/20

Unit: In the Face of Conflict (Lit Analysis/Lit Circles)

STAGE 1 | DESIRED RESULTS

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

Transfer

Students will be able to independently use their learning to analyze the ways in which conflict influences human beliefs, values, and behaviors.

Meaning

UNDERSTANDINGS
U1: Humans react differently to conflict.
U2: An author uses literary techniques to develop character and theme.
U3: The resolution of conflict solidifies the theme of a story.
U4: A community of learners works together to explore meaning.
U5: Text allows you to explore and build empathy for the world outside your community.

ESSENTIAL QUESTIONS
EQ1: How are we changed by conflict?
EQ2: How do conflicts influence our decision-making?
EQ3: What is worth fighting for?
EQ4: How does your background or point of view influences the way you deal with conflict?

Acquisition

Students will know...
K1: Literary terms appropriate to discussion and written analysis of literature: tone, style, claim, structure, narrative voice, etc.

Students will be skilled at...
S1: Analyzing complex events and specific individuals over the course of a text
S2: Using general academic language

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. 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	K2: The function of the thesis statement in guiding the development of a paper	S3: Clarifying the meaning of unknown words S4: Analyzing the development and relationship between two or more themes S5: Citing relevant textual evidence S6: Evaluating the effectiveness of author's point of view & text structure S7: Writing arguments with sharp, distinct focus S8: Evaluate how words and phrases shape meaning and tone S9: Exploring and comparing foundational works of literature S10: Distinguishing claims from alternate or opposing claims S11: Creating organization that logically sequences claim(s), counterclaims, reasons, and evidence S12: Writing and revising with an awareness of :style, conventions, and organization S13: Participating effectively in a range of collaborative discussions S14: Evaluating how the speaker's perspective, reasoning, and use of rhetoric affect the credibility of an argument S15: Adapting speech to a variety of contexts and tasks S16: Utilizing MLA format

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.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.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: Influence of Culture

STAGE 1 | DESIRED RESULTS

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.

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.

Transfer

Students will be able to independently use their learning to recognize the positive and negative influences of culture.

Meaning

UNDERSTANDINGS
U1: Culture helps define our identity.
U2: Literature is an avenue through which we can understand other worlds and ideas.

ESSENTIAL QUESTIONS
EQ1: How do the beliefs and values of a diverse culture affect individuals and society?
EQ2: Why should we study other cultures?

Acquisition

Students will know…
K1: That a piece of literature reflects the time period in which it was written
K2: The components of effective presentation of ideas

Students will be skilled at…
S1: Explaining the development and interaction of central ideas
S2: Analyzing the interaction of complex texts
S3: Citing effective textual support to support inference or conclusions
S4: Evaluating an author's point of view
S5: Evaluating the effectiveness of a text structure and techniques
S6: Evaluating how words shape meaning and tone
S7: Evaluating multiple sources of information presented in various media
S8: Analyzing seminal texts
S9: Using academic vocabulary
S10: Determining the meaning of unknown words

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 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.		S11: Writing to examine and convey complex ideas, concepts, and information S12: Analyzing the topic thoroughly by selecting the most significant and relevant facts S13: Organizing complex ideas, concepts, and information S14: Using precise language S15: Maintaining a formal style and objective tone S16: Demonstrating a grade-appropriate command of the conventions S17: Drawing evidence from literary or informational texts to support analysis S18: Integrating multiple sources of information to make informed decisions S19: Demonstrating command of the conventions of standard English while speaking S20: Utilizing MLA format

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.1.5.11–12E 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: Legacy/Hero

STAGE 1 | DESIRED RESULTS

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
Determine and analyze the relationship

Transfer

Students will be able to independently use their learning to explore the impact of cultures on the development of heroes and their legacies.

Meaning

UNDERSTANDINGS
U1: What is heroic comes from one's culture/beliefs.
U2: Narratives allow for the creation and preservation of one's legacy.

ESSENTIAL QUESTIONS
EQ1: How do you define a hero?
EQ2: Why do societies need heroes?
EQ3: How do the accomplishments of a hero elevate a culture?
EQ4: Why is it important for people in cultures to construct narratives about their experience?

Acquisition

Students will know...
K1: The structure and purpose of a narrative

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
S8: Engaging and orienting the reader

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 and tools.		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

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.1.5.11–12.E 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.		

Unit: Power of Words

STAGE 1 | DESIRED RESULTS

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 and tools.

CC.1.2.11–12.L

Transfer

Students will be able to independently use their learning to critically consume information based on authority, context, and purpose.

Meaning

UNDERSTANDINGS
U1: Writers intentionally use features of language to achieve a purpose for a particular audience.
U2: Readers must apply a critical lens when reading and evaluating a text.

ESSENTIAL QUESTIONS
EQ1: How do people manipulate language to get what they want?
EQ2: How do we determine bias in a work or in ourselves?
EQ3: What different roles does written communication play in our daily lives?

Acquisition

Students will know...
K1: Techniques an author utilizes to persuade an audience: ethos, logos, pathos, structure, etc.
K2: Primary source evaluation techniques

Students will be skilled at...
S1: Analyzing rhetorical techniques
S2: Analyzing the central idea of a text

S3: Analyzing the development of complex ideas
S4: Evaluating multiple sources of information
S5: Using general academic language effectively
S6: Clarifying the meaning of unknown words
S7: Analyzing the relationship between two more themes
S8: Analyzing the impact of the author's writing choices in a story or drama
S9: Evaluating how words and phrases shape meaning

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 from the same period treat similar themes or topics.		S10: Analyzing multiple interpretations of a work S11: Demonstrating knowledge of foundational works of literature S12: Writing with a sharp, distinct focus identifying topic, task, and audience S13: Distinguishing the claim(s) from alternate or opposing claims S14: Creating organization that logically sequences claim(s), counterclaims, reasons, and evidence S15: Using words and phrases to create cohesion S16: Writing with an awareness of the stylistic aspects of composition S17: Gathering relevant information from multiple authoritative print and digital sources S18: Demonstrating command of the conventions of standard English while speaking S19: Utilizing MLA format.

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.1.5.11–12.D 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.		