

## 11-12 ELA Standards: Literature

### ELA Reading Standards for Literature

**R.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.

**R.11-12.2** Examine a grade-appropriate literary or literary nonfiction text.

- Provide an objective summary.
- 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.

**R.11-12.3** Analyze how characterization, plot, and setting in a literary text or a complex set of ideas or sequence of events in a literary nonfiction text interact and contribute to the development and complexity of a text.

**R.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 or how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**R.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact in a literary text and whether the structure makes points clear, convincing, and engaging in a literary nonfiction text.

**R.11-12.6** Analyze a case in which grasping perspective and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement) and how rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of a text.

**R.11-12.7** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play, recorded novel or poetry) or literary nonfiction text, evaluating how each version interprets the source text.

**R.11-12.8** Analyze and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**R.11-12.9** Analyze how two or more influential literary or literary nonfiction works, including U.S. historical documents from the same time period, use rhetorical features and address similar themes or topics.

**R.11-12.10** By the end of grade 12 read and comprehend literature and literary nonfiction, including stories, drama, and poetry at the high end of the grades 11-12 text complexity band independently and proficiently.

## ELA Writing Standards for Literature

**WL.11-12.1** Write arguments focused on discipline-specific content.

**WL.11-12.2** Write informative/explanatory texts.

**WL.11-12.3** Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**WL.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WL.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.

**WL.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**WL.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.

**WL.11-12.8** Gather relevant information from multiple authoritative and credible print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.

**WL.11-12.9** Draw evidence from literary and literary nonfiction texts to support analysis, reflection, and research.

**WL.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 discipline-specific tasks, purposes, and audiences.

## ELA Speaking and Listening Standards for Literature

**SLL.11-12.1** Initiate and participate effectively in a range of *collaborative discussions*

- one-on-one
- in groups
- teacher-led

with diverse partners on Grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SLL.11-12.2** Integrate multiple sources of information that is gained by means other than reading (e.g., interviews, texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLL.11-12.3** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**SLL.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.

**SLL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SLL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or formal English when indicated or appropriate.

## **ELA Language Standards for Literature**

**LL.11-12.1** Demonstrate command of the conventions of standard English grammar and usage.

**LL.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LL.11-12.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**LL.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**LL.11-12.5** Demonstrate understanding of word relationships and nuances in word meanings.

**LL.11-12.6** Acquire and use accurately a range of grade-appropriate general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

# English 11/12: U.S. History Seminal Documents

## (0.5 Credit)

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**DISCLAIMER:** All curriculum materials (e.g., texts, authors) should be properly vetted and approved by the school district.

# COURSE

<b>Course Umbrella:</b>	Literature
<b>Title of the Course:</b>	English 11/12: U.S. History Seminal Documents
<b>Course Code Number:</b>	418010
<b>Licensure Codes:</b>	Link to ADE Data Center: <a href="#">Course Code Management System</a>
<b>Course Description:</b>	A study of U.S. Historical Seminal Documents such as government documents, speeches, hymns, ballads, current events articles, and U.S. Supreme Court cases. Students will analyze how the past shapes the present and future, and why it is important to corroborate documents from multiple sources.

Overview Essential Questions	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• How can you use language to empower yourself?</li> <li>• How is language used to manipulate and persuade?</li> <li>• How do our values and beliefs shape who we are as individuals and influence our communication behaviors?</li> </ul>
<b>Literature</b>	<ul style="list-style-type: none"> <li>• What is literature supposed to do?</li> <li>• How does literature reveal the values of a given culture or time period?</li> <li>• How can literature serve as a vehicle for social change?</li> </ul>
<b>Technical Professions</b>	<ul style="list-style-type: none"> <li>• How does technology shape and form our identities?</li> <li>• What purpose or function do ethics / philosophy have in governing technological advances?</li> <li>• What roles do chaos and order play in society through technological advances?</li> </ul>

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**Course Level Essential  
Questions:**

- Why do we study the past and present?
- How does the past shape the present and future?
- Why is it important to corroborate documents from multiple sources?

# READING

Essential Vocabulary
Proclamation Emancipation Women's Suffrage Hymn Ballad Infamy Allegiance Motto Preamble Supreme Court Ruling Separation of Powers

## Extended Texts

Standards		2 Extended Texts	Text Type	Example Texts & Resources	Text Complexity
Reading Standards	Language Standards	Series of Essays	Expository	<ul style="list-style-type: none"> <li>• <a href="#">Federalist Papers</a> by Alexander Hamilton, John Jay, and James Madison                             <ul style="list-style-type: none"> <li>◦ <a href="#">Khan Academy</a></li> </ul> </li> <li>• <a href="#">Common Sense</a> or <a href="#">The Crisis</a> by Thomas Paine</li> </ul>	<a href="#">Text Complexity Example</a>
<b>1</b> R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6 R.11-12.9	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6				
<b>2</b> R.11-12.1 R.11-12.3 R.11-12.6 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Biography / Autobiography	Narrative	<ul style="list-style-type: none"> <li>• <a href="#">The Autobiography of Benjamin Franklin</a> by Benjamin Franklin</li> <li>• <a href="#">Narrative of the Life of Frederick Douglass</a> by Frederick Douglass</li> </ul>	

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					<ul style="list-style-type: none"> <li>• <a href="#">Up from Slavery</a> by Booker T. Washington</li> </ul>	
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### Supporting Texts

Standards		6-10 Supporting Texts	Text Type	Example Texts & Resources	Text Complexity	
Reading Standards		Language Standards	Primary Government Texts	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Emancipation Proclamation</a></li> <li>• <a href="#">U.S. Constitution</a></li> <li>• <a href="#">Bill of Rights</a></li> <li>• <a href="#">Declaration of Independence</a></li> <li>• <a href="#">Northwest Ordinance</a></li> </ul>	
1	R.11-12.1 R.11-12.4 R.11-12.5 R.11-12.9 R.11-12.10	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6				
2	R.11-12.1 R.11-12.4 R.11-12.5 R.11-12.9 R.11-12.10	LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	Primary Government Texts	Informational	<ul style="list-style-type: none"> <li>• <a href="#">Emancipation Proclamation</a></li> <li>• <a href="#">U.S. Constitution</a></li> <li>• <a href="#">Bill of Rights</a></li> <li>• <a href="#">Declaration of Independence</a></li> <li>• <a href="#">Northwest Ordinance</a></li> </ul>	
3	R.11-12.1 R.11-12.3 R.11-12.4 R.11-12.6	LL.11-12.1 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	U.S. Historical Speeches	Persuasive / Informational / Informative	<ul style="list-style-type: none"> <li>• <a href="#">“Gettysburg Address”</a> President Abraham Lincoln</li> <li>• <a href="#">“President George Washington’s Farewell Address”</a> by President George Washington</li> <li>• <a href="#">“I Have a Dream”</a> by Martin Luther King, Jr.</li> <li>• <a href="#">“Prayer for D Day”</a> by President Franklin D. Roosevelt</li> <li>• <a href="#">“Give Me Liberty or Give Me Death”</a> by Patrick Henry</li> <li>• <a href="#">“Tear Down This Wall”</a> by President Ronald Reagan</li> <li>• <a href="#">“Day of Infamy”</a> by President Franklin D. Roosevelt</li> <li>• <a href="#">“Ain’t I a Woman?”</a> by Sojourner Truth</li> </ul>	<a href="#">Text Complexity Example</a> for “Give Me Liberty or Give Me Death”

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4	R.11-12.1 R.11-12.3 R.11-12.4 R.11-12.6	LL.11-12.1 LL.11-12.3 LL.11-12.4 LL.11-12.5 LL.11-12.6	U.S. Historical Speeches	Persuasive / Informational / Informative	<ul style="list-style-type: none"> <li>● <a href="#">“Gettysburg Address”</a> President Abraham Lincoln</li> <li>● <a href="#">“President George Washington’s Farewell Address”</a> by President George Washington</li> <li>● <a href="#">“I Have a Dream”</a> by Martin Luther King, Jr.</li> <li>● <a href="#">“Prayer for D Day”</a> by President Franklin D. Roosevelt</li> <li>● <a href="#">“Give Me Liberty or Give Me Death”</a> by Patrick Henry</li> <li>● <a href="#">“Tear Down This Wall”</a> by President Ronald Reagan</li> <li>● <a href="#">“Day of Infamy”</a> by President Franklin D. Roosevelt</li> <li>● <a href="#">“Ain’t I a Woman?”</a> by Sojourner Truth</li> </ul>	
5	R.11-12.4 R.11-12.6	LL.11-12.5 LL.11-12.3	Short Informational Primary Documents	Informational	<ul style="list-style-type: none"> <li>● “Preamble to the Arkansas Constitution”</li> <li>● “National Motto”</li> <li>● “Mayflower Compact”</li> </ul>	
6	R.11-12.4 R.11-12.6	LL.11-12.5 LL.11-12.3	Short Informational Primary Documents	Informational	<ul style="list-style-type: none"> <li>● “Preamble to the Arkansas Constitution”</li> <li>● “National Motto”</li> <li>● “Mayflower Compact”</li> </ul>	
7	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5	LL.11-12.2 LL.11-12.4 LL.11-12.6	Supreme Court Decisions	Legal	<ul style="list-style-type: none"> <li>● <a href="#">Brown v. Board of Education</a>, 1954 (9-0 decision)</li> <li>● <a href="#">Loving v. Virginia</a>, 1967 (9-0 decision)</li> <li>● <a href="#">Gideon v. Wainwright</a>, 1963 (9-0 decision)</li> <li>● <a href="#">District of Columbia v. Heller</a>, 2008 (5-4 decision)</li> </ul>	
8	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.7	LL.11-12.2 LL.11-12.3 LL.11-12.4 LL.11-12.6	Current Event News Articles	Informational	<ul style="list-style-type: none"> <li>● Using various news outlets, review current events articles that connect to primary source documents.</li> </ul>	

9	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6	Hymn or Ballad: Revolutionary War	Narrative	<ul style="list-style-type: none"> <li>● <a href="#">“The Star Spangled Banner”</a> by Francis Scott Key and John Stafford Smith</li> <li>● <a href="#">“Battle Hymn of the Republic”</a> by Julia Ward Howe</li> <li>● <a href="#">“The Liberty Song”</a> by John Dickinson (Revolutionary War)</li> <li>● <a href="#">“The Battle of Trenton”</a> (Revolutionary War)</li> <li>● <a href="#">“Fish and Tea”</a> (Revolutionary War)</li> </ul>	
10	R.11-12.1 R.11-12.2 R.11-12.4 R.11-12.5 R.11-12.6	LL.11-12.3 LL.11-12.4 LL.11-12.6	Hymn or Ballad: Slavery/Women’s Suffrage	Narrative	<ul style="list-style-type: none"> <li>● <a href="#">“Wade in the Water”</a> (Slavery)</li> <li>● <a href="#">“Steal Away”</a> (Slavery)</li> <li>● <a href="#">“Sweet Chariot”</a> (Slavery)</li> <li>● <a href="#">“Follow the Drinking Gourd”</a> (Slavery)</li> <li>● <a href="#">“Daughters of Freedom”</a> by George Cooper</li> <li>● <a href="#">“Shall Women Vote”</a> by by Frank Boylen</li> </ul>	

# WRITING

## Essential Vocabulary

### Extended Process Papers

Standards		2 Extended Process Papers <sup>1</sup>	Text Type	Examples	Instructional Focus <sup>2</sup>	
Writing Standards	Language Standards	Analyze two or more texts which addresses similar themes	Informational	<ul style="list-style-type: none"> <li>The student will compare and contrast speeches.</li> <li>The student will compare and contrast Supreme Court Decisions.</li> </ul>	Ideas, Organization, Word Choice, Conventions	
1	WL.11-12.2 WL.11-12.5 WL.11-12.6 WL.11-12.8 WL.11-12.9					LL.11-12.1 LL.11-12.2
2	WL.11-12.1 WL.11-12.3 WL.11-12.4 WL.11-12.7 WL.11-12.10	LL.11-12.1 LL.11-12.2 LL.11-12.3	Address one of the Course Level Essential Questions	Argumentative	<ul style="list-style-type: none"> <li>The student will take one of the essential questions and expound on it, referencing multiple resources and primary texts.</li> <li>The student will take the perspective of a historical figure and answer one of the essential questions, citing research to support his or her response.</li> </ul>	Ideas, Organization, Voice, Sentence Fluency, Conventions

<sup>1</sup> 2-4 pages

<sup>2</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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## Analysis Writing

Standards		8-12 Analysis Papers <sup>3</sup>	Text Type	Examples	Instructional Focus <sup>4</sup>	
<b>Writing Standards</b>		<b>Language Standards</b>	Short Response to Course Level Essential Question(s)	Informational	<ul style="list-style-type: none"> <li>The student will respond to an essential question before and after unit of study. Compare answers.</li> </ul>	Ideas, Voice
<b>1</b>	WL.11-12.1 WL.11-12.4	LL.11-12.1 LL.11-12.2				
<b>2</b>	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.5 WL.11-12.9	LL.11-12.1 LL.11-12.2	Response to Supreme Court Decision	Argumentative	<ul style="list-style-type: none"> <li>The student will select one or more of the Supreme Court decisions and will reflect on this decision's impact on U.S. history.</li> <li>The student will draft a criticism or defense of a Supreme Court decision and debate with fellow students.</li> </ul>	Ideas, Organization, Voice, Word Choice, Conventions
<b>3</b>	WL.11-12.1 WL.11-12.2 WL.11-12.4 WL.11-12.9	LL.11-12.1 LL.11-12.2 LL.11-12.6	One-Minute Paper	Informational	<ul style="list-style-type: none"> <li>The student will analyze the author's purpose and how it is supported with the use of literary devices.</li> <li>The student will write a persuasive one-minute paper to address provided question or argue for or against a given topic. (Suggestion: Use a current events piece, drawing on similarities and differences in order for students to develop their response.)</li> </ul>	Ideas, Voice
<b>4</b>	WL.11-12.3 WL.11-12.4	LL.11-12.1 LL.11-12.2 LL.11-12.6	Scenario Response	Narrative	<ul style="list-style-type: none"> <li>The student is presented with a true scenario, and he or she reflects on how he or she would respond. (While this scenario is true, some information</li> </ul>	Organization, Sentence Fluency, Conventions

<sup>3</sup> ½ page to 1 page

<sup>4</sup> Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, Presentation

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					<p>can be withheld so students are not immediately able to identify the source.)</p> <ul style="list-style-type: none"> <li>The student is presented with a fictional scenario, and he or she reflects on how he or she would respond. Then students can compare and contrast with historical accounts.</li> </ul>	
5	<p>WL.11-12.6                  WL.11-12.7</p>	<p>LL.11-12.4                  LL.11-12.6</p>	<p>Recorded Observations &amp; Evaluation</p>	<p>Informational</p>	<ul style="list-style-type: none"> <li>Cold read of document or text and the student writes down observations, raw conclusions, and defense of findings.</li> <li>The student will write down observations, raw conclusions, and defense of findings based on a work of art which depicts or comments on U.S. history.</li> <li>The student will record observations from presentations or historical documentaries that are presented in class. The student will draw conclusions and defend.</li> <li>The student will record observations from one-to-one, small group, and whole class discussions. The student will draw conclusions and defend.</li> </ul>	<p>Ideas, Word Choice, Organization</p>
6	<p>WL.11-12.1                  WL.11-12.2                  WL.11-12.4                  WL.11-12.8                  WL.11-12.9</p>	<p>LL.11-12.1                  LL.11-12.2</p>	<p>Analysis</p>	<p>Argumentative / Informational</p>	<ul style="list-style-type: none"> <li>The student will complete a close analysis of Supreme Court decision, evaluating judgement for reasoning.</li> <li>The student will complete a close analysis of historical speeches, evaluating purpose and reasoning.</li> </ul>	<p>Ideas, Voice, Organization</p>
7	<p>WL.11-12.1                  WL.11-12.2                  WL.11-12.4                  WL.11-12.5</p>	<p>LL.11-12.1                  LL.11-12.2</p>	<p>Microtheme (100-500 words on assigned topic)</p>	<p>Informational / Argumentative</p>	<ul style="list-style-type: none"> <li>Summary-Writing Microtheme</li> <li>Thesis-Support Microtheme</li> <li>Data-Provided Microtheme</li> <li>Quandary-Posing Microtheme</li> </ul>	<p>Ideas, Organization, Sentence, Conventions, Presentation</p>

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	WL.11-12.9					
8	WL.11-12.3 WL.11-12.4 WL.11-12.5 WL.11-12.7	LL.11-12.1 LL.11-12.2	Speech	Narrative / Informational	<ul style="list-style-type: none"> <li>The student selects a historical event and responds with an appropriate written speech.</li> <li>The student selects a current event and responds with an appropriate written speech.</li> </ul>	Ideas, Organization, Word Choice, Sentence Fluency, Conventions
9	WL.11-12.6 WL.11-12.7 WL.11-12.8	LL.11-12.4 LL.11-12.6	Question - Hypothesis - Question	Informational	<ul style="list-style-type: none"> <li>In preparation for discussion or Socratic Seminar, the student will develop questions related to unit of study, answer them, and develop appropriate follow-up questions. This could be done individually, in pairs, or in a small group.</li> <li>In preparation for an interview, the student will use the question-hypothesis-question method in order to anticipate questions and answers.</li> </ul>	Ideas, Voice

### Routine Daily Writing

Standards		Examples
<b>Writing Standards</b>	<b>Language Standards</b>	<ul style="list-style-type: none"> <li><b>Brainstorming:</b> Students list words or ideas in response to a provided a topic or question.</li> <li><b>Warm Ups:</b> Students respond to a question or complete an activity to help prepare them for the upcoming lesson.</li> <li><b>Exit Tickets:</b> Students respond to a question or reflect on their learning at the end of a lesson.</li> <li><b>Quick Writes:</b> Students write short responses to questions about a wide range of topics. Frequently used strategy for helping students organize their thoughts before a discussion.</li> <li><b>Summaries:</b> Students write a brief summary of what they have learned in the unit, using words from a vocabulary bank (co-created by the teacher and students to include the most important vocabulary terms).</li> <li><b>RAFT:</b> Role, Audience, Format, Topic</li> <li><b>GIST:</b> Students write a one sentence summary of a passage.</li> <li><b>Shrinking Notes:</b> Students condense notes to most important facts.</li> </ul>
WL.11-12.10	LL.11-12.1 LL.11-12.2 LL.11-12.3 LL.11-12.6	

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		<ul style="list-style-type: none"><li>● <b>Note Taking:</b> During close reading, students record information (e.g., summary notes, definitions for unknown words, comparisons, questions for the author, challenging ideas).</li><li>● <b>Reaction Responses:</b> Students write their opinions of a selected passages.</li><li>● <b>Logbooks:</b> Students catalogue their learning processes.</li><li>● <b>Fact Collecting:</b> Students write down facts.</li><li>● <b>Journaling or Blog Posts:</b> Students write informal responses to texts (e.g., photographs, artwork, video clips, films, poems, novels, articles).</li><li>● <b>Reflections:</b> Students write reflections on their learning (e.g., points of confusion, breakthroughs in understanding, goals for discussion).</li><li>● <b>Sentence Frame:</b> The teacher provides a sentence frame (for example, a thesis sentence with fill-in-the blank content). Students complete the sentence frame using their content and have it approved by the teacher before continuing to write the rest of the paragraph or essay.</li></ul>
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# RESEARCH

**Note:** Research opportunities could connect to or be in support of extended process papers and analysis writing.

Essential Vocabulary
Thesis Style Manual

## Extended Research Opportunity

Standards	1 Extended Research Opportunity	Research Type <sup>5</sup>	Examples	Research Component Focus <sup>6</sup>
WL.11-12.2 WL.11-12.6 WL.11-12.8 WL.11-12.9	Analyzing two or more texts with similar theme and/or ideas	Paper	The student will include scholarly research to support findings and reasoning. <ul style="list-style-type: none"> <li>• Focus on rhetoric and/or historical context and influence for speeches or Supreme Court decisions.</li> <li>• Compare and contrast the ideas presented in 2 or more documents, evaluating for historical context and relevance in today's society.</li> </ul>	Selection of Sources, Organization and Synthesis, and Citation / Documentation

<sup>5</sup> Presentation, Project, Paper

<sup>6</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation/Documentation

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### Short Research Opportunities

Standards		1-2 Short Research Opportunities	Research Type <sup>7</sup>	Examples	Research Component Focus <sup>8</sup>
1	R.11-12.1 WL.11-12.1 WL.11-12.7 WL.11-12.8	Research a U.S. historical document of importance in addition to those that have been taught	Presentation or Paper	<ul style="list-style-type: none"> <li>Analyze and determine historical impact of document.</li> <li>Compare and contrast ideas and themes with studied U.S. documents.</li> <li><a href="#">National Archives Primary Source Documents</a></li> </ul>	Research Question, Organization and Synthesis, Note Taking
2	WL.11-12.7 WL.11-12.8 WL.11-12.9	Research the social, political, and/or economic factors that contributed to the formation of one of the U.S. historical documents or speeches	Presentation or Paper	<p><b>Note:</b> Recommend selecting a work that is lesser known or studied so that the student expands his or her knowledge base. Students could self-select from a provided list.</p> <ul style="list-style-type: none"> <li>Research the social, political, and/or economic factors that influenced one of the historical speeches.</li> <li>Research the social, political, and/or economic factors that influenced a Supreme Court decision.</li> <li>Research the social, political, and/or economic factors that influenced a government document.</li> </ul>	Selection of Sources, Note Taking, Organization and Synthesis, Citation / Documentation

<sup>7</sup> Presentation, Project, Paper

<sup>8</sup> Research Question, Selection of Sources, Note Taking, Organization and Synthesis, Citation/Documentation

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# SPEAKING AND LISTENING (COMMUNICATION)

## Essential Vocabulary

### Weekly Informal Communication

Standards		One-to-One	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards		Language Standards	<ul style="list-style-type: none"> <li>Respond thoughtfully to diverse perspectives.</li> <li>Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
1	SLL.11-12.1 SLL.11-12.6	LL.11-12.1 LL.11-12.6		
2	SLL.11-12.1 SLL.11-12.3 SLL.11-12.6	LL.11-12.1 LL.11-12.6	<p><b>Sage and Scribe</b></p> <ul style="list-style-type: none"> <li>Students partner up and one takes on the role of the teacher while the other takes notes. Notetaker then provides feedback regarding shared information.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate proxemics.</li> <li>Demonstrate effective and appropriate facial expressions.</li> <li>Demonstrate effective and appropriate diction and paralanguage (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
3	SLL.11-12.1 SLL.11-12.4 SLL.11-12.6	LL.11-12.1 LL.11-12.6	<p><b>Share and Interview</b></p> <ul style="list-style-type: none"> <li>Students share writing samples by either reading aloud or sharing just the</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions.</li> </ul>

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			highlights of their thinking. The partner then asks questions and provides feedback.	<ul style="list-style-type: none"> <li>Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate gestures.</li> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
4	SLL.11-12.3 SLL.11-12.6	LL.11-12.1 LL.11-12.6	<b>Interview</b> <ul style="list-style-type: none"> <li>Students interview peers or people not enrolled in the class.</li> </ul>	<ul style="list-style-type: none"> <li>Students interview fellow classmates regarding their thoughts and opinions on current event stories that connect to U.S. seminal documents.</li> <li>Students interview people outside of the classroom regarding their knowledge and expertise on various U.S. seminal documents.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> <li>Demonstrate effective and appropriate proxemics.</li> <li>Wear appropriate attire.</li> </ul>

### Small Group Communication

Standards		Small Group	Speaking and Listening Skills	Non-Verbal Skills
<b>Speaking and Listening Standards</b>	<b>Language Standards</b>	<b>Research Topic</b> <ul style="list-style-type: none"> <li>Work in small groups on assigned research topic. Students should review multiple sources of information and present findings.</li> </ul>	<ul style="list-style-type: none"> <li>Set clear goals and deadlines.</li> <li>Determine what additional information or research is required to deepen the investigation or complete the task.</li> <li>Present information, findings, and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
1	SLL.11-12.1 SLL.11-12.2 SLL.11-12.4 SLL.11-12.6			

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				<ul style="list-style-type: none"> <li>Establish individual roles as needed.</li> </ul>	
2	<p>SLL.11-12.1 SLL.11-12.4 SLL.11-12.5 SLL.11-12.6</p>	LL.11-12.1	<p><b>Gallery Walk (digital or physical)</b></p> <ul style="list-style-type: none"> <li>Students evaluate artifacts with a similar theme or idea and draw conclusions through reflection and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Work with peers to promote civil, democratic discussions and decision making.</li> <li>Promote divergent and creative perspectives.</li> <li>Respond thoughtfully to diverse perspectives.</li> <li>Resolve contradictions when possible.</li> <li>Clarify, verify, or challenge ideas and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>
3	<p>SLL.11-12.3 SLL.11-12.4</p>	LL.11-12.1	<p><b>Small Group Discussion</b></p> <ul style="list-style-type: none"> <li>Students are broken into small groups and assigned topic (can be the same or different for each group). Group members discuss topic and establish their opinion based on expertise. Come back together as a whole class and share opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize comments, claims, and evidence made on all sides of an issue.</li> <li>Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li> <li>Promote divergent and creative perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt nonverbal communication to audience.</li> <li>Demonstrate effective and appropriate facial expressions.</li> </ul>
4	<p>SLL.11-12.1 SLL.11-12.3 SLL.11-12.4</p>	<p>LL.11-12.3 LL.11-12.4</p>	<p><b>Primary Artifact Discussion</b></p> <ul style="list-style-type: none"> <li>Students are assigned a primary artifact that has not been discussed in class previously. The same document could be given to each group or different documents could be distributed. Students then analyze the document</li> </ul>	<ul style="list-style-type: none"> <li>Work with peers to promote civil, democratic discussions and decision making.</li> <li>Organize a topic substantively with appropriate style to match intended purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective and appropriate proxemics.</li> </ul>

			<p>within assigned parameters (e.g., tone, word choice, historical context, ideas, themes, etc.). Students could then present their analysis to the class.</p>	<ul style="list-style-type: none"> <li>Present information, findings, and supporting evidence.</li> </ul>	
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**Whole Class Communication**

Standards		Whole Class	Speaking and Listening Skills	Non-Verbal Skills
Speaking and Listening Standards	Language Standards	<p><b>Socratic Seminar</b></p> <ul style="list-style-type: none"> <li>Students discuss cause and effect of the seminal U.S. documents studied</li> <li>Students examine a current events article that connects to the study of U.S. historical seminal documents</li> </ul>	<ul style="list-style-type: none"> <li>Adapt speech to a variety of contexts and tasks.</li> <li>Address alternative or opposing perspectives.</li> <li>Respond thoughtfully to diverse perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate gestures.</li> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
1	<p>SLL.11-12.3 SLL.11-12.6 SLL.11-12.2</p> <p>LL.11-12.1</p>			
2	<p>SLL.11-12.3 SLL.11-12.6 SLL.11-12.2</p> <p>LL.11-12.1 LL.11-12.3</p>	<p><b>Panel Discussion</b></p> <ul style="list-style-type: none"> <li>Students prepare a pro or con argument in small groups and then send a representative to participate in a panel discussion. Students respond to commentary with further questions or insights.</li> </ul>	<ul style="list-style-type: none"> <li>Respond thoughtfully to diverse perspectives.</li> <li>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.</li> <li>Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>Participate in conversations by posing and responding to questions that probe reasoning and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective and appropriate facial expressions and posture.</li> <li>Demonstrate effective platform movement during delivery.</li> <li>Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>

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3	SLL.11-12.1 SLL.11-12.3	LL.11-12.1 LL.11-12.3	<p><b>This or That (philosophical chairs, values continuum, forced debate, etc.)</b></p> <ul style="list-style-type: none"> <li>• Statements are read with which students agree or disagree, and then they physically move to the appropriate side of the room. Students then discuss their stance, providing reasoning and evidence to support their opinions. After the discussion, one could allow students to reevaluate their stance, did their mind change based on the discussion?</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize comments, claims, and evidence made on all sides of an issue.</li> <li>• Resolve contradictions when possible.</li> <li>• Work with peers to promote civil, democratic discussions and decision making.</li> <li>• Convey a clear and distinct perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective and appropriate proxemics.</li> <li>• Demonstrate effective and appropriate diction and paralinguistics (e.g., intonation, pitch, and/or rate of speech).</li> </ul>
4	SLL.11-12.4 SLL.11-12.5 SLL.11-12.6	LL.11-12.1 LL.11-12.2 LL.11-12.6	<p><b>Presentation and Q &amp; A</b></p> <ul style="list-style-type: none"> <li>• Students present on an assigned topic from research expectations. During these presentations, the audience (students) should provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>• Organize a topic substantively with appropriate style to match intended purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective platform movement during delivery.</li> <li>• Adapt nonverbal communication to audience.</li> <li>• Wear appropriate attire.</li> <li>• Evaluate the credibility and accuracy of each source</li> </ul>

# TEXT COMPLEXITY

<b>Extended Text Title:</b> <u>Federalist Papers</u> by Alexander Hamilton, John Jay, and James Madison		
<b>Qualitative Measures</b>		
<b>Structure</b>		<b>Quantitative Measures</b>
The structure of the text(s) (essay(s)) is moderately difficult. The syntax is complex, requiring the reader to carefully unpack the author's argument and line of reasoning. The language is specific to the time period and at times unfamiliar to the student reader.		<b>Lexile:</b> <a href="#">1450</a>
<b>Language Conventionalty and Clarity</b>		<b>Reader-Task Considerations</b>
The word choice is domain specific and at times archaic.		The student should have knowledge of how the U.S. Government was initially set up.
<b>Knowledge Demands</b>		<b>Recommended Placement</b>
This text requires the reader to have some basic understanding of the foundation of the U.S. and the establishment of a working government. In particular, students need to know that the Articles of Confederation were not working. Also, they need to understand the tension between states' rights and the federal government.		As an informational text, the <u>Federalist Papers</u> is more difficult to read than a fictional or narrative work. Recommended for juniors and seniors.
<b>Purpose</b>		
The purpose of the essays is to defend the U.S. Constitution and gain supporters and to argue for a strong federal government while maintaining a balance of power.		

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<b>Supporting Text Title:</b> “Give Me Liberty or Give Me Death” Speech by Patrick Henry	
<b>Qualitative Measures</b>	
<b>Structure</b>	<b>Quantitative Measures</b>
This persuasive speech frequently uses rhetorical questioning to challenge the audience and prompt them to think about the subject matter from a different perspective. The syntax is at times complex, making it difficult for the reader to follow the speaker’s line of reasoning.	<b>Flesh Kincaid:</b> 77.6, 6th grade Level <b>Lexile:</b> 960
<b>Language Conventionalty and Clarity</b>	<b>Reader-Task Considerations</b>
The vocabulary is at times archaic and domain specific, frequently utilizing words that are most likely unfamiliar to students.	This analysis of this speech should be paired with other famous speeches to compare and contrast persuasive and rhetorical techniques.
<b>Knowledge Demands</b>	<b>Recommended Placement</b>
Students would need to be knowledgeable of Pre-Revolutionary War America, including but not limited to the political and economic factors that contributed to the conflict between England and the U.S. Colonies.	While the speech is in the lower Flesh Kincaid and Lexile range, its use of symbolism and connotative words increases the level of difficulty. Students must also have a solid understanding of the historical context in order to fully comprehend the persuasive techniques that are utilized.
<b>Purpose</b>	
Patrick Henry’s speech was delivered at the Second Virginia Convention. The intent was to put forward resolutions designed to support the building of a militia for the state of Virginia as a means of defense against England. At the time, Henry’s opponents opposed acting in a defensive way towards England.	

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