CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: 11   **SUBJECT: ENGLISH/LANGUAGE ARTS**   **DATE: 2016-2017**

SEMESTER A: ENGLISH 11 AMERICAN LITERATURE PRE AND POST 1865   **MASTER COPY 10-23-16**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
Learning Outcome	**11-12.RL.1:** Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	• Read a variety of grade appropriate literature independently and proficiently.	• Paragraph Response • Discussion • Worksheets • Graphic Organizer • Short Answer • Quiz/Test	
Key Ideas and Textual Support • Textual evidence • Inferences • Interpretations	**11-12.RL.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	• Cite textual evidence to support what the text says. • Identify and categorize inferences and interpretations from the text.		• Cite

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				

Key Ideas and Textual Support
• Themes / Central Idea
	11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	• Identify two or more themes/central ideas in a text.
		• Describe with specific details how two themes develop:
		  - How they emerge
		  - How they are shaped
		  - How do they relate to each other
				• Theme/Central idea

• Dynamic characters • Multiple/ Conflicting motivations • Plot • Theme	**11-12.RL.2.3:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	• Describe how characters change throughout the story. • Explain how characters interact with other characters. • Describe how characters advance the plot or develop the story's theme. • Compare and contrast multiple character motivations.		• Characterization

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
Structural Elements and Organization • Structure of work • Event order • Pacing • Flashbacks • Effects: mystery, tension, surprise	**11-12.RL.3.1**: Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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.	• Identify story chronology, including flashbacks and foreshadowing. • Identify the effects that pacing creates.		• Parallel episodes • Pacing • Flashbacks • Mystery • Tension
• Effects: suspense or humor • Points of view of characters • Points of view of reader • Dramatic Irony	**11-12.RL.3.2:** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.	• Describe the author's use of suspense or humor through what the characters think, say, and do. • Identify tone of point of view.		• Tone • Mood • Irony
Synthesis and Connection of Ideas • Interpretation • Play • Story • Poem • Source	**11-12.RL.4.1**: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.	• Describe and evaluate how different versions of literature are interpreted through the source text.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: LITERATURE				
Synthesis and Connection of Ideas • Character Types • Archetypes • Myth • Allusion	**11-12.RL.4.2:** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.	• Describe and illustrate how literary works reference traditional events or characters from myths, traditional stories, or religious texts. • Explain how the material is rendered new. • Describe how the use of such allusions contributes to the theme or meaning of the literary work.		
READING: NONFICTION				
Learning Outcome	**11-12.RN.1:** Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	• Read a variety of grade appropriate nonfiction independently and proficiently.	• Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizer • Quiz/Test	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Key Ideas and Textual Support • Textual evidence • Inferences • Interpretations	**11-12.RN.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	• Cite textual evidence to support what the text says. • Draw inferences and interpretations from the text.		• Cite

• Central ideas	**11-12.RN.2.2:** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.	• Identify two or more central ideas in a text.
		• Compare how similar central ideas are developed in two or more texts.
		• Describe with specific details how two central ideas develop:
		  − How they emerge
		  − How they are shaped
		  − How they interac
		  − How they build on one another		

Key Ideas and Textual Support
• Author
• Series of ideas/events
	11-12.RN.2.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.	• Identify author's order of ideas or sequence of events
		• Describe how individual's ideas, or events interact over the course of a text.
				• Ordering:
				  − Chrono-logical
				  − Logical
				  − Spatial
				  − Importance
				• Introduction
				• Body
				• Conclusion
				• Transitional words

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
Structural Elements and Organization • Author's ideas/claims • Sentences • Paragraph(s)	**11-12.RN.3.2:** 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.	• Identify the author's word choice and text structure. • Explain how an author's word choice and text structure align with the author's purpose.		
• Author's perspective/ purpose • Rhetoric	**11-12.RN.3.3:** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	• Identify the author's purpose in a text by listing the author's arguments/ evidence. • Determine and explain the effect of rhetoric on the author's purpose.		• Rhetoric
Synthesis and Connection of Ideas • Argument • Reasoning • Evidence • False statements • Fallacious reasoning	**11-12.RN.4.1:** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	• Identify the author's argument. • Describe how the evidence is valid and supports the author's argument. • Identify false statements.		• Author's argument • Fallacious reasoning

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: NONFICTION				
• Biography • Mediums	**11-12.RN.4.2:** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	• Compare and contrast different portrayals of a subject in different mediums.		
• Seminal U.S. & world documents	**11-12.RN.4.3:** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	• Identify the directly and indirectly stated main ideas in nonfiction texts. • Compare the main ideas and concepts between nonfiction texts. • Identify the purposes in the text.		
READING: VOCABULARY				
Learning Outcome	**11-12.RV.1:** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Use academic content-specific words and phrases.	• Paragraph Response • Close read • Discussion • Worksheets • Graphic Organizers • Quiz/Test	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				

Vocabulary Building
• Context
	11-12.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	• Identify different types of context clues.
		• Identify the meanings of words and phrases using context clues.
				• Context Clues:
				  – Stems
				  – Antonym
				  – Synonym
				  – Examples

• Denotations • Connotations	**11-12.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.	• Compare and contrast uses of words with similar meanings. • Describe the different effect of using one word instead of another.		
• Patterns • Suffix • Parts of speech	**11-12.RV.2.4:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., conceive, conception, conceivable*).	• Identify the different parts of speech in words with the same root word. • Form words of different parts of speech from the root word.		
Vocabulary Building • Pronunciation • Etymology • Reference materials • Parts of Speech	**11-12.RV.2.5:** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	• Choose appropriate reference materials for word pronunciation, meaning, part of speech identification, or language of origin.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				

Vocabulary in Literature and Nonfiction Texts
• Figurative language
• Connotative words
• Word choice
• Tone
• Multiple meanings
	11-12.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• Identify figurative language and literary devices.
		• Identify connotative words.
		• Connect and explain how the author's word choice influences the meaning and tone of the text, including words with multiple meanings.
				• Figurative language:
				  – Metaphor
				  – Similes
				  – Personification
				  – Hyperbole
				  – Euphemisms
				  – Pun
				• Connotative Words
				• Tone
				• Formal/Informal

• Nonfiction text • Figurative meanings • Connotative meanings • Technical meanings • Word Choice • Tone	**11-12.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.	• Identify the figurative words in nonfiction texts. • Identify and explain the meaning of the connotative words in nonfiction texts. • Identify the technical vocabulary in nonfiction texts. • Connect and explain how the author's word choice influences the meaning and tone of the text. • Describe how the author refines the meaning of a key term or terms over the course of a text.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
READING: VOCABULARY				
• Figurative Language	**11-12.RV.3.3:** Interpret figures of speech (e.g., paradox) in context and analyze their role in the text.	• Identify different figures of speech in the context of a text. • Explain the role of figurative language in the text.		
WRITING				
Learning Outcome	**11-12.W.1:** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	• Write for different tasks, purposes and audiences. • Draw evidence from literature and nonfiction texts.	• Paragraph Response • Graphic Organizer • Practice Exercises • Essay/Composition	
Writing Genres **Argumentative Compositions** • Arguments • Precise claims • Counterclaims • Reasons • Evidence • Transitions • Consistent style & tone • Concluding statement	**11-12.W.3.1:** Write arguments in a variety of forms that – • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	• Introduce precise claim(s). • Distinguish the claim(s) from alternate or opposing claims. • Create an organization that establishes: – clear relationships among claim(s) – counterclaims – reasons – evidence • Develop claim(s) and counterclaims fairly.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Writing Genres **Argumentative Compositions**	**W.3.1: (cont.)** • 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. • Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.	• Supply evidence for each claim. • Point out the strengths and limitations of both. • Use effective transitions to link the major sections of the text. • Use transitions to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a consistent style and tone appropriate to purpose and audience. • Provide a concluding statement or section that follows from and supports the argument presented.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				

Writing Genres
 	
Informative Compositions
• Topic
• Complex ideas
• Facts
• Definitions
• Details
• Quotations
• Information/
• Examples
• Transitions
• Vocabulary choice
• Style
• Concluding statement
	11-12.W.3.2: Write informative compositions in a variety of forms that –
	• Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	• Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	• Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		• Introduce a topic.
		• Organize complex ideas, concepts, and information to make important connections and distinctions.
		• Include formatting, graphics and multimedia.
		• Develop the topic with:
		  – Relevant and sufficient facts
		  – Extended definitions
				• Topic Sentence
				• Supporting sentence
				• Clincher
				• Quotations
				• Paraphrase

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				

Writing Genres
 	
Informative Compositions
	W.3.2: (cont.)
	• Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
	• Establish and maintain a style appropriate to the purpose and audience.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		• Develop topic with:
		  – Concrete details.
		  – Quotations
		  – Information
		  – Examples
		• Use appropriate and varied transitions to:
		  – link the major sections of the text
		  – create cohesion
		  – clarify the relationships among complex ideas and concepts
		• Choose language and content-specific vocabulary that express ideas precisely and concisely.
		• Eliminate wordiness and redundancy.
		• Establish and maintain a style appropriate to the purpose and audience.
		• Provide a concluding statement or section that follows from and supports the information or explanation presented.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Writing Genres **Narrative Compositions** • Problem • Points of view • Events	**11-12.W.3.3:** Write narrative compositions in a variety of forms that – • Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. • Create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	• Set out a problem, situation, or observation. • Establish one or multiple point(s) of view. • Introducing a narrator and/or characters. • Create a smooth progression of experiences or events. • Use narrative techniques, (e.g., ***dialogue, pacing, description, reflection, and multiple plot lines***), to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language. • Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		• Narrative • Conflict • Dialogue • Pacing • Sensory Details • Setting

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Writing Genres **Narrative Compositions**	**W.3.3: (cont.)** • Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			
Writing Process • Draft • Revision • Editing • Technology	**11-12.W.4** Apply the writing process to – • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. • Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	• Plan and develop. • Write a draft. • Revise using appropriate reference materials. • Rewrite. • Try a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Edit to produce and strengthen writing that is clear and coherent. • Use technology to generate, produce, publish, and update individual or shared writing products.	• Essay	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information • Inquiry Question • Authoritative Sources • Annotations • Plagiarism • Synthesis	**11-12.W.5:** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. • Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. • Assess the strengths and limitations of each source in terms of the task, purpose, and audience. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats.	• Formulate an inquiry question, and refine and narrow the focus as research evolves. • Gather relevant information from multiple authoritative sources. • Use advanced searches effectively, and annotate sources. • Assess the usefulness of each source in answering the research question. • Synthesize and integrate information into the text selectively to maintain the flow of ideas. • Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation. • Present information, choosing from a variety of formats.	• Research paper	• Plagiarism

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions of Standard English **Grammar and Usage**	**11-12.W.6.1:** Demonstrate command of English grammar and usage, focusing on:	• Use correct grammar in daily work.	• Worksheet • Practice Exercises • Quiz/Test	
• Pronouns	**11-12.W.6.1a:** Pronouns –Students are expected to build upon and continue applying conventions learned previously.	• Use a variety of pronouns, including subject, object, possessive, and reflexive. • Ensure pronoun--antecedent agreement. • Correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		• Pronouns

• Verbs	**11-12.W.6.1b:** Verbs – Students are expected to build upon and continue applying conventions learned previously.	• Form and use verbs:
		  – Indicative
		  – Imperative
		  – Interrogative
		  – Conditional
		  – Subjunctive moods
				• Verbs

• Adjectives and Adverbs	**11-12.W.6.1c:** Adjectives and Adverbs – Students are expected to build upon and continue applying conventions learned previously.	• Apply conventions learned previously.		• Adjective • Adverb
• Phrases and Clauses	**11-12.W.6.1d:** Phrases and Clauses – Students are expected to build upon and continue applying conventions learned previously.	• Correct misplaced and dangling modifiers.		• Phrases • Clauses • Dangling Modifiers • Misplaced Modifiers

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
WRITING				
Conventions of Standard English **Grammar and Usage** • Usage	**11-12.W.6.1e:** Usage – Students are expected to build upon and continue applying conventions learned previously.	• Identify and use parallelism in all writing to present items in a series and items juxtaposed for emphasis.		• Parallel Structure • Verb Tense
Capitalization Punctuation Spelling	**11-12.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	• Use correct capitalization, punctuation, and spelling in daily work.		
• Capitalization	**11-12.W.6.2a:** Capitalization – Students are expected to build upon and continue applying conventions learned previously.	• Apply correct usage of capitalization in writing.		
• Punctuation	**11-12.W.6.2b:** Punctuation – Students are expected to build upon and continue applying conventions learned previously.	• Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.		
• Spelling	**11-12.W.6.2c:** Spelling – Students are expected to build upon and continue applying conventions learned previously.	• Apply correct spelling patterns and generalizations in writing.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Learning Outcome	**11-12.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	• Listen actively. • Communicate effectively with a variety of audiences and for different purposes.	• Paragraph Response • Discussion • Presentation • Peer Evaluation	
Discussion and Collaboration • Collaborative discussions	**11-12.SL.2.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	• Participate in class discussions over various texts.		• Collaborative
• Textual evidence in discussion	**11-12.SL.2.2:** Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.	• Recite textual evidence to support classroom discussions.		
• Collegial Discussion • Consensus	**11-12.SL.2.3:** Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	• Establish rules collaboratively for group discussions and decision-making. • Establish collaborative goals, deadlines, and roles as needed.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Discussion and Collaboration • Broad themes • Clarify • Verify • Challenge • Posing questions • Conclusions	**11-12.SL.2.4:** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	• Pose and respond to questions in discussion, relating discussion to broader themes or ideas. • Include others in discussion. • Evaluate quality of arguments and conclusions.		
Presentation of Knowledge and Ideas • Evidence • Style • Listeners • Organization • Purpose • Audience	**11-12.SL.4.1:** 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.	• Present a speech that shares content in a logical and organized fashion. • Maintain an appropriate style that fits the speech's purpose.		
• Presentations • Digital media	**11-12.SL.4.2:** Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.	• Create engaging presentations using PowerPoint, Prezi, Movie Maker, or Youtube.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
SPEAKING AND LISTENING				
Presentation of Knowledge and Ideas	**11-12.SL.4.3:** Students are expected to build upon and continue applying concepts learned previously.	• Give and follow multi-step directions.		
MEDIA LITERACY				
Learning Outcome	**11-12.ML.1:** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	• Determine the effectiveness of different types of information in various media. • Identify the purpose of presentation of information. • Describe the effectiveness of presentations informing persuading, entertaining, or transmitting culture.	• Graphic Organizer	
• Media • Visual Message • Verbal Message	**11-12.ML.2.1:** Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.	• Find examples of how media includes or excludes information with its usage of visual and verbal messages. • Determine whether or not these messages are effective in achieving the desired result.		

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY
MEDIA LITERACY				
• Opinions • Issues	**11-12.ML.2.2:** Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.	• Determine the ways in which media has influenced the public's interpretation of events and key issues.		