

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

**COURSE TITLE: DYNAMIC ENGLISH/ LANGUAGE ARTS IV,**

**GRADE 12 COURSE NUMBER: 800190- TBD**

**DEPARTMENT: English**

**LENGTH OF COURSE: One Year**

**CREDITS PER SEMESTER: 5**

**GRADE LEVEL(S): 12**

**REQUIRED OR ELECTIVE: Required**

**PREREQUISITES: Dynamic English III**

**BOARD OF EDUCATION ADOPTION: June 2023**

**COURSE OVERVIEW**

Dynamic English IV is a required one-year senior course designed to help students with significant cognitive disabilities who are anticipated to earn a high school diploma through an alternative pathway in alignment with education code 51225.31.

This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards. There is an emphasis on thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes canonical authors, as well as writers from diverse backgrounds.

**MAJOR GOALS** (CCSS for ELA/Literacy Standards)

Students ready for college, careers, and civic life demonstrate the following capabilities as literate individuals. They:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand the perspectives of others.

**COURSE OBJECTIVES** (*ELA Framework*)

The five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

● **Meaning Making**

Students engage in analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.

● **Language Development**

Students come to understand and analyze how language in text varies across subjects, and they need to apply and adapt language to express their own ideas as appropriate to purpose, audience, and a range of formal and informal academic tasks.

● **Effective Expression**

Students become effective at expressing themselves through different genres of writing. Students develop and deliver presentations on varied topics. They use words, phrases, clauses, appropriate to the text.

● **Content Knowledge**

Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students use literacy in all subjects. Wide reading supports their acquisition of knowledge. Participation in an organized independent reading program contributes to their knowledge.

● **Foundational Skills**

Ideally, students’ knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

**COURSE CONTENT**

<b>READING: LITERATURE</b>	
<i>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)</i>	
<b>Content Standards</b>	<b>Suggested Practices</b>
RL 11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>● Ask and answers (in a variety of formats) questions related to the essential elements of the text or story being discussed</li> </ul>

<p>RL 11-12..2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL. 11-12.3 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/archetypes are introduced and developed).</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of main events in a text and how they are related to one another.</li> </ul>
<p>RL.11–12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> <li>● Demonstrates understanding of figurative language, and other literary or dramatic elements affect meaning and tone.</li> </ul>
<p>RL. 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.</p>	<ul style="list-style-type: none"> <li>● Identify main events in a text and how they are related to one another.</li> </ul>
<p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> <li>● Demonstrates understanding of elements of fiction, poetry, and drama to inform discussions and writing</li> </ul>
<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<ul style="list-style-type: none"> <li>● Watch, read, or listen to multiple interpretations of a piece of work and describe how different versions interpret the work in meaningful ways.</li> </ul>
<p>RL.11-12.8 (Not applicable to literature)</p>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> <li>● Demonstrates understanding and contrasts different works from the same and different historical periods (verbally and in writing).</li> </ul>
<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas,</p>	<ul style="list-style-type: none"> <li>● Read literature and other materials</li> </ul>

and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	appropriate to student maturity and skill.
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**READING: INFORMATIONAL TEXTS**

In this unit, students will focus on informational texts. Students will integrate and evaluate multiple sources of information presented in different media or formats, as well as in words, in order to address a question. Students will draw evidence from informational texts to support analysis, reflection, and research and then make informed decisions based on information presented in diverse formats and media. The goal of this type of reading is to support the production of clear textual evidence-based writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<b>Content Standards</b>	<b>Suggested Practices</b>
RI11-12.1 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.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of multiple purposes: writings, discussions, and presentations.</li> </ul>
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	<ul style="list-style-type: none"> <li>• Identifies the main or significant themes within a text</li> </ul>
<p>RI.11-12.3 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 the text.</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<ul style="list-style-type: none"> <li>• Locate information by using a variety of consumer, workplace and public documents</li> <li>• Sequence events depicted through print material</li> <li>• Follow or create a schedule as depicted through print material</li> </ul>
<p>RI.11-12.5 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.</p> <p>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p>	<ul style="list-style-type: none"> <li>• Identify the authors point of view</li> <li>• Identify how the author’s point of view differs from your own.</li> </ul>
RI.11-12.6. Determine an author’s point of view	<ul style="list-style-type: none"> <li>• Demonstrate understanding of repeated</li> </ul>

or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	words or phrases, allusions, loaded words, figurative language, or imagery in order to affect the audience.
RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> <li>• Locate information by using a variety of consumer, workplace and public documents across multiple locations</li> </ul>
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the differences between two works noting similarities and differences in theme, style, tone, and context.</li> </ul>
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>• Read literature, literary nonfiction and other textual materials that are appropriate to student maturity and skill.</li> </ul>

<b>WRITING</b>	
<p><i>For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)</i></p>	
<b>Content Standards</b>	<b>Suggested Practices</b>
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim (s), establish the significance of the claim (s), distinguish the claim (s) from alternate or opposing claims, and create an organization that</p>	<ul style="list-style-type: none"> <li>• Print legibly and space letters, words and sentences appropriately.</li> </ul>

logically sequences claim (s), counter claims, reasons, and evidence.

- b. Develop claim (s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim (s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- f. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"><li>a. Introduce a topic or thesis statement; 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.</li><li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li><li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li><li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li><li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic).</li></ol>	<ul style="list-style-type: none"><li>● Identify a topic sentence.</li><li>● Write or dictate three sentences supporting the topic sentence.</li><li>● Develop a closing statement.</li><li>● Create a summary statement regarding print materials.</li></ul>
<p>3. . Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"><li>a. Engage and orient the reader by setting out a problem, situation, or observation and its</li></ol>	<ul style="list-style-type: none"><li>● Write or dictate to convey personal experiences.</li></ul>

<p>significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	
<p>4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the writing process, including prewriting, drafting, and editing.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of and implementation of the writing process, including prewriting, drafting, and editing.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Utilize various publishing tools such as Google, word, speech to text, text to speech and spell check to refine documents.</li> </ul>
<p>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,</p>	<ul style="list-style-type: none"> <li>● Produce/identify a question to be answered and research of interest to the student.</li> </ul>



demonstrating understanding of the subject under investigation.	
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standards format for citations including footnotes and endnotes.	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the library, librarian, and other resources for research.</li> </ul>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>Apply grades 11-12 Reading standards to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</li> <li>Apply grades 11-12 Reading standards to literary nonfiction (e.g. “delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority of opinions and dissent(s) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential address)</li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrate understating that a subject may have different. opinions based on the authors point of view,</li> </ul>
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Participate in writing activities that are appropriate and meaningful for the student.</li> </ul>

## LANGUAGE CONVENTIONS

*To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of*

*other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)*

Content Standards	Suggested Practices
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</li> </ol>	<ul style="list-style-type: none"> <li>● Use language appropriately when writing and speaking</li> </ul>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Observe hyphenation conventions.</li> <li>b. Spell correctly</li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of punctuation.</li> </ul>
<p>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.</p> <ol style="list-style-type: none"> <li>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading</li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of various types of communication (speaking/listening, writing, reading)</li> </ul>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or</li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrate understanding multiple meanings words..</li> </ul>

<p>parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, figures of speech and other literary devices; focus on rhetorical elements (e.g., hyperbole and paradox)</li> </ul>
<p>6. Acquire and use accurate 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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of figurative language, figures of speech and other literary devices; focus on rhetorical elements (e.g., hyperbole and paradox)</li> </ul>

**SPEAKING and LISTENING**

*To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.*

<b>Content Standards</b>	<b>Suggested Practices</b>
<ol style="list-style-type: none"> <li>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. .               <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas.</li> <li>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>c. 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.</li> <li>d. Respond thoughtfully to diverse perspectives;</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrates active listening skills</li> <li>● Demonstrate the ability to work and communicate in a variety of settings, including 1:1, small groups or whole class lessons.</li> </ul>

<p>synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate understanding that there are multiple sources of information..</li> </ul>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Identify the speakers point of view..</li> </ul>
<p>4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, 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. Use appropriate eye contact, adequate volume, and clear pronunciation.</p> <ol style="list-style-type: none"> <li>Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade)</li> <li>Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and</li> </ol>	<ul style="list-style-type: none"> <li>● Demonstrate understanding of the purpose of speeches, the audience, and occasion when preparing for speaking assignments and opportunities.</li> </ul>

<p>evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p>	
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Use electronic devices to complete informal and formal presentations.</li> </ul>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Share information and ideas, speak audibly in complete sentences</li> </ul>

### **Assessment Methods:**

#### **● Reading Literature / Informational Text**

- Claim-based writing
- Summaries
- Response journals
- Tests and quizzes
- Class discussions
- Socratic Seminars
- Philosophical Chairs
- Student presentations
- Extension activities requiring research and real-world connections

#### **● Writing**

- Quickwrites
- Analytical / Literary essays
- Argumentative / Persuasive essays
- Positions papers
- Compare / Contrast papers
- Reflective essays
- Synthesis essays
- Narrative writing
- Informative writing
- Biographical writing
- Portfolio
- Editorials

- Blogs
- Journal responses
- **Language**
  - Formal writing
  - Class discussion
  - Tests or Quizzes
  - Presentations
  - Annotated Essays
  
- **Speaking and Listening**
  - Speeches
  - Socratic Seminar
  - Fishbowl
  - Pair-Share
  - Small group discussion
  - Dramatic recitations of texts
  - Formal presentation (individual, partner, or small group)
  - Debate (formal/informal)