Big Ideas/Key Concepts: Unit 1: Early American Writing, 1600-1800
An Emerging Nation (The Native American Experience, Exploration of the Early Settlers, the Puritan Tradition, Writers of the Revolution) (Unit 1)

Unit Essential Questions:
1. How do literary elements contribute to theme in a work of literature?
2. How does the speaker, audience, subject, and tone contribute to the author’s purpose in a nonfiction text?

Writing Focus: Argument

Ongoing Standards and Expectations

Reading: Volume of reading is an important aspect of an effective ELA classroom.
- **11.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.
- **11.RL.RRTC.10** Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently
- Lexile Bands for College and Career Readiness 11th grade 1185L-1385)

Writing: Writing should be a daily activity in an ELA classroom. Research instruction should be included in each quarter.
- **11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **11-12.W.PDW.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.
- **11-12.W.PDW.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information
- **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject and demonstrating understanding of the subject under investigation.
- **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **11-12.W.RBPK.9** Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material
- **11-12.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
Language- Grammar, usage, and mechanics should be addressed through writing and explicit instruction as needed. The way in which these standards might be approached from Q1-Q4 can be a building level department/PLC level decision, depending on the specific needs of that school.

The suggested order of instruction is as follows:

1. 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
2. 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
3. 11.12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style
4. 11.12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words by choosing flexibly from a range of strategies
5. 11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
6. 11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level
Big Ideas/Key Concepts:
Unit 1: Early American Writing, 1600-1800
An Emerging Nation (The Native American Experience, Exploration of the Early Settlers, the Puritan Tradition, Writers of the Revolution) (Unit 1)

Unit Essential Questions
1. How do literary elements contribute to theme in a work of literature?
2. How does the speaker, audience, and subject contribute to the writer’s purpose in a nonfiction text?

Writing Focus: Argument

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<thead>
<tr>
<th>Tennessee State Standards</th>
<th>Student Friendly “I Can” Statements</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading (Literature)</strong></td>
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</tr>
<tr>
<td>11-12.RL.KID.1 Analysis of text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</td>
<td>I can cite strong and thorough textual evidence to support analysis of a text.</td>
</tr>
<tr>
<td>11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.</td>
<td>I can make inferences and determine where the text leaves matters uncertain.</td>
</tr>
<tr>
<td><strong>ENGIII.WCE.2</strong> Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</td>
<td>I can determine two or more themes or central ideas of a text and analyze their complex development.</td>
</tr>
<tr>
<td>11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.</td>
<td>I can write an objective summary of the text.</td>
</tr>
<tr>
<td>11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.</td>
<td>I can analyze and textually support the way in which the theme of a selection represents a view of life.</td>
</tr>
<tr>
<td>11-12.RL.KID.4 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</td>
<td>I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</td>
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<tr>
<td>11-12.RL.CS.5 I can determine the meaning of figurative and connotative meanings of words and phrases.</td>
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<td>11-12.RL.KID.6 I can analyze the impact of word choices on meaning and tone.</td>
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</tr>
<tr>
<td>11-12.RL.KID.7 I can analyze how an author’s choices concerning how to structure a text contribute meaning an aesthetic impact.</td>
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</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td><strong>11-12.RL.CS.5</strong></td>
<td>Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.</td>
</tr>
<tr>
<td><strong>ENGIII.WCE.5</strong></td>
<td>Analyze and determine how the author’s life experiences, attitudes, viewpoints, and beliefs relate to the larger historical, social, and cultural context of his/her work.</td>
</tr>
<tr>
<td><strong>11-12.RL.CS.6</strong></td>
<td>Analyze how point of view and/or author’s purpose requires distinguishing what is directly stated in texts and what is implied.</td>
</tr>
<tr>
<td><strong>ENGIII.WCE.20</strong></td>
<td>Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</td>
</tr>
<tr>
<td><strong>11-12.RL.IKI.7</strong></td>
<td>Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.</td>
</tr>
<tr>
<td><strong>ENGIII.WCE.7</strong></td>
<td>Compare the presentation of a significant piece of American literature in print and visual format(s), explaining how format impacts understanding of themes or topics.</td>
</tr>
<tr>
<td><strong>11-12.RL.IKI.9</strong></td>
<td>Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</td>
</tr>
<tr>
<td><strong>ENGIII.WCE.6</strong></td>
<td>Analyze how the philosophical, political, religious, ethical, and social influences of the historical period of a text shape the characters, plots,</td>
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- I can analyze and determine how the author’s life relates to the larger context of his/her work.
- I can analyze point of view and author’s purpose to determine what is stated and what is implied.
- I can analyze the characteristics of subgenres of a story, drama, or poem.
- I can evaluate the topic, subject, and theme of multiple formats.
- I can evaluate how each version interprets the source text.
- I can compare the presentation of a piece of literature in print and visual format(s), explaining how format impacts understanding of themes or topics.
- I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics.
- I can analyze how a variety of influences during a historical period shape a text.
- I can read and comprehend a variety of literature on grade level.
and settings.

11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

<table>
<thead>
<tr>
<th>Reading (Informational Text)</th>
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<tbody>
<tr>
<td>11-12.RI.KID.1</td>
<td>Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources</td>
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<td>11-12.RI.KID.2</td>
<td>Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.</td>
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<tr>
<td>11-12.RI.KID.3</td>
<td>Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.</td>
</tr>
<tr>
<td>ENGIII.WCE.8</td>
<td>Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.</td>
</tr>
<tr>
<td>11-12.RI.CS.4</td>
<td>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.</td>
</tr>
<tr>
<td>ENGIII.WCE.9</td>
<td>Analyze the way in which clarity of meaning is affected by the</td>
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**Reading (Informational Text)**

- I can cite strong and thorough textual evidence to support analysis of a text.
- I can make inferences and determine where the text leaves matters uncertain.
- I can analyze complex ideas or events and provide a summary on how they develop over the course of the text.
- I can analyze how the author’s choices impacts the meaning over the course of the text.
- I can analyze both the features and the rhetorical devices of different types of public documents.
- I can determine the meaning of figurative, connotative, and technical meanings of words and phrases used in text.
patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6 Determine an author’s point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.CS.5 Analyze and evaluate how an author uses structure in an argument to make a clear point.

11-12.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

- I can analyze how clarity of meaning is affected by patterns in a variety of ways in a text.
- I can analyze and evaluate how an author uses structure in an argument to make a clear point.
- I can determine an author’s point of view in a text by examining the rhetoric.
- I can analyze how style and content contribute to the power of the text.
- I can compare point of view, purpose, and rhetoric in two or more literary texts.
- I can explain how style and content support point of view of purpose.
- I can critique arguments in public documents by examining audience appeal, reader concerns and counterclaims. (e.g., appeal to reason, authority and emotion).
- I can evaluate a topic or subject by integrating and evaluating multiple sources of information presented in different media or formats.
- I can evaluate how an author uses evidence and reasoning to
ENGIII.WCE.14 Determine common or opposing central ideas in two or more texts, including primary and secondary documents and informational text, and explain how reasoning is developed and ideas are supported.

11-12.RI.RTK.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.1a. Introduce precise claim(s).

11-12.W.TTP.1b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

11-12.W.TTP.1c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

11-12.W.TTP.1d. Provide a concluding statement or section that follows from and supports the argument presented.

11-12.W.TTP.1e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Writing

- I can write arguments to support claims in an analysis of texts and use valid reasoning supported by evidence.
- I can introduce precise claim(s), recognize opposing claims.
- I can develop claim(s) and counterclaims and supply evidence for each.
- I can identify strengths and weaknesses of both.
- I can anticipate the audience’s knowledge level and concerns.
- I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence.
- I can provide a concluding statement or paragraph that follows and supports the argument.
- I can use words, phrases, and clauses to link sections of text and clarify relationships in the argument.
- I can establish and maintain a formal style and objective tone while using
### 11-12.W.TTP.1f. Establish and maintain a formal style and objective tone.

**ENGIII.WCE.17** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.  
**11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### 11-12.W.PDW.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.

**ENGIII.WCE.16** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when developing claim(s) and counterclaims.

### 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

**11-12.W.RBP.K.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

### 11-12.W.RBP.K.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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<td>11-12.W.RBP.K.7</td>
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<td>11-12.W.RBP.K.8</td>
<td>Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.</td>
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11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking and Listening
11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

11-12.SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ENGIII.WCE.19 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and

- I can avoid plagiarism and overreliance of one source.
- I can follow a standard format.
- I can describe and evaluate the premises, purposes, and arguments in informational texts.
- I can write over extended and shorter time frames for a range of tasks and purposes.

Speaking and Listening
- I can initiate and participate effectively in discussion, build on others’ ideas, and express ideas clearly.
- I can integrate multiple sources of information to solve problems.
- I can evaluate the credibility and accuracy of sources.
- I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- I can assess the stance, premises, ideas, points of emphasis and tone being used.
- I can conduct debate to allow all views.
determine what additional information or research is required to deepen the investigation or complete the task.

11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language
11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.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; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies.

11-12.L.VAU.4a. Use context as a clue to the meaning of a word or a phrase.
11-12.L.VAU.4b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
11-12.L.VAU.4c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
11-12.L.VAU.4d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

confusions) to make effective choices for meaning and style.

- I can resolve issues of usage by consulting references.
- I can vary syntax for effect by consulting references.
- I can use a variety of strategies to determine the meaning of unknown or multiple-meaning words and phrases.
- I can use context as a clue to the meaning of a word or phrase.
- I can use the form of the word as clues to word meaning.
- I can consult general and specialized reference materials.
- I can verify the preliminary determination of the meaning of a word or phrase.
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- I can interpret figures of speech in context and analyze their role in the text.
- I can use academic and grade-appropriate words and phrases at the college and career readiness level.
**Honors Addendum**

**Note:** The Honors Addendum is **REQUIRED** for all students enrolled in Honors English III. The selection of text for independent reading and development of the assignment should take place throughout the quarter, including checkpoints for peer and teacher feedback as the student’s work is in progress.

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<td>I can cite strong and thorough textual evidence to support analysis of a text.</td>
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<tr>
<td><strong>11-12.RL.IKI.7</strong> Evaluate the topic or subject in multiple diverse formats and media.</td>
<td>I can make inferences and determine where the text leaves matters uncertain.</td>
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<td><strong>11-12.RL.IKI.9</strong> Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.</td>
<td>I can evaluate a topic or subject by integrating and evaluating multiple sources of information presented in different media or formats.</td>
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<td><strong>11-12.W.TTP.1</strong> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</td>
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| o Introduce precise claim(s). | I can demonstrate how two or more texts in American literature from the same period treat similar themes or topics.
| o Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. | |
| o Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. | I can write arguments to support claims in an analysis of texts and use valid reasoning supported by evidence. |
| | I can introduce precise claim(s), recognize opposing claims. |
| | I can develop claim(s) and counterclaims and supply evidence for each. |
| | I can identify strengths and weaknesses of both. |
| | I can anticipate the audience’s knowledge level and concerns. |
| | I can organize claims which establish clear relationships among claim(s), counterclaims, reasons, and evidence. |
| | I can provide a concluding statement or paragraph that follows and supports the argument. |
| | I can use words, phrases, and clauses to link sections of text and clarify relationships in the argument. |
- Provide a concluding statement or section that follows from and supports the argument presented.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone.

- **11-12.W.RBPK.7** Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

- **11-12.W.RBPK.8** Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- **11-12.SL.PKI.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Honors Components 1 and 5:
  - Extended reading assignments that connect with specified curriculum
  - Writing assignments that demonstrate a variety of modes, purposes, and styles

- I can establish and maintain a formal style and objective tone while using the norms and conventions of writing.
- I can conduct short and sustained research projects to answer a question.
- I can solve a problem, narrow or broaden the project, synthesize multiple sources, and demonstrate understanding of the subject.

- I can gather relevant information from multiple sources.
- I can assess the strengths and weaknesses of each source.
- I can integrate information into the text to maintain the flow of ideas.
- I can avoid plagiarism and overreliance of one source.
- I can follow a standard format.
- I can adapt a speech to a variety of contexts and tasks while demonstrating a command of formal English.