

APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

SUBJECT: Literature

GRADE: 11

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

TIMELINE: Semester 1

<p>STRAND: READING FOR LITERATURE Key Ideas and Details 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. M</p> <p>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. M</p> <p>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). M</p>	<p>I can cite strong, thorough, textual evidence and can analyze explicit ideas in the text. I can draw inferences from the text. I can determine where text leaves matters uncertain.</p> <p>I can determine two or more themes of a text and analyze the development of the themes including how they build on each other to provide a complex account. I can present an objective summary of a text.</p> <p>I can analyze how setting affects the story and analyze the impact of the sequence of events. I can analyze how characters are introduced and developed.</p>	<p>Knowledge Analysis</p> <p>Comprehension Analysis</p> <p>Analysis Application</p>	<p>Ambiguity Author's perspective Author's style Characterization Conclusions Conventions of drama Cultural characteristics Draw conclusions Historical context Inferences Modernism Point of view Realism Sequence Stream of consciousness Structure Summarize Symbol Theme Tone Voice</p>
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Colorado SS: **RL.1, RL.2, RL.3**

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<p>STRAND: Reading for Literature Craft and Structure</p> <p>3. 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.) M</p> <p>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. M</p>	<p>I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.</p> <p>I can analyze the impact of the word choice on the meaning or tone of a text.</p> <p>I can analyze how an author's choice about the structure of specific parts of a text relates to the overall structure and meaning.</p> <p>I can understand the author's choice to provide comedic or tragic resolution contribute to the meaning and aesthetic impact of a text.</p>	<p>Analysis Application</p> <p>Analysis Application</p>	<p>Aesthetic impact Characterization Comedic/tragic resolution Connotative language Figurative language Imagery Point of view Sound devices Style Tone</p>
<p>Colorado SS: RL.3, RL.5</p>			

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<p>STRAND: INFORMATIONAL Key Ideas and Details 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. M</p> <p>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. M</p> <p>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. M</p>	<p>I can cite strong, thorough, textual evidence that supports my inferences and analysis of the text. I can determine where the text leaves matters uncertain.</p> <p>I can determine two or more ideas of a text. I can analyze the development of central ideas throughout a text, including how they interact or build upon each other. I can give an objective summary of the text.</p> <p>I can analyze a complex set of ideas or sequence of events and explain how they interact or develop throughout the text.</p>	<p>Knowledge Analysis</p> <p>Application Analysis Evaluation</p> <p>Analysis Comprehension</p>	<p>Allusion Central/main idea Descriptive details Elements of an argument Emotional appeals Essay Evaluate ideas Main ideas Overstatement Perspective Persuasion Predict Primary source Rhetorical devices Subjectivity Theme Transcendentalism</p>
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Colorado SS: RI.1, RI.2, RI.3

1. Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity)
2. Predict the impact an informational text will have on an audience and justify the prediction

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Strand: Reading for Information

<p>Craft and Structure</p> <p>1. 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 (e.g., how Madison defines faction in Federalist No. 10). M</p> <p>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. M</p> <p>3. Determine an author's point of view 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. M</p>	<p>I can determine the meaning of words and phrases as used in the text for figurative, connotative or technical texts at the eleventh grade level. I can analyze how an author refines the meaning of key terms throughout the course of a text.</p> <p>I can analyze and evaluate the effectiveness of the structure an author uses in his/her argument. I can determine whether the author's structure makes points clear, convincing and engaging.</p> <p>I can determine the author's point of view in a text. I can determine the author's purpose for writing a text. I can analyze how style and content contribute to the power, persuasiveness and beauty of a text.</p>	<p>Analysis Application Synthesis</p> <p>Analysis Evaluation</p> <p>Knowledge Analysis Synthesis</p>	<p>Allusion Analyze Argument Author's purpose Connotation Emotional appeals Essay Figurative Graphics Irony Main ideas Persuasion Persuasive speech Political words Rhetorical devices Rhetorical techniques Structure Style Subjectivity Synthesis Technical Text Text structure Voice</p>
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Colorado SS: Use text features and graphical representations to complement comprehension and enhance critical analysis of a text
RI.1, RI.2, RI.3

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Strand: Reading for Information

<p>Integration of Knowledge and Ideas</p> <p>1. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in order to address a question or solve a problem. M</p> <p>2. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). M</p> <p>3. 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. M</p>	<p>I can integrate and evaluate multiple sources from different media to address a question or solve a problem.</p> <p>I can delineate and evaluate the reasoning in seminal US texts, including application of constitutional principles and legal reasoning.</p> <p>I can evaluate the premise, purpose and arguments in works of public advocacy.</p> <p>I can analyze significant seventeenth-century, eighteenth-century, and nineteenth-century U.S. documents for purpose and rhetorical features.</p>	<p>Application Evaluation</p> <p>Evaluate Analyze</p> <p>Analysis Application Evaluation</p>	<p>Advocacy Analyze Analyze text structure Argument Constitutional principles Context Cultural context Delineate Essay Evaluate sources Historical Historical context Literacy movement Main ideas Modernism Naturalism Primary source Reference materials Regionalism Research Seminal Synthesize Technology Timeline</p>
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Colorado SS: RI.1, RI.2, RI.3

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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Strand: Reading for Information

Range of Reading and Level of Text Complexity 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. M	I can read and comprehend nonfiction writing at the eleventh grade level.	Knowledge Comprehension Application	Collaboratively Discuss Overstatement Persuasively Predict
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Colorado SS: RI.10

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			
<p>STRAND: SPEAKING AND LISTENING</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. M</p> <p>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 topics or issue to stimulate a thoughtful, well-reasoned exchange of ideas. M</p> <p>b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed. M</p> <p>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. M</p> <p>d. Respond thoughtfully to diverse perspectives; 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. M</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. M</p>	<p>I can initiate and participate in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade eleven topics. I can express my own ideas clearly and persuasively.</p> <p>I can come to discussion prepared, having read, researched and studied the required material. I can use evidence from my research to stimulate an exchange of ideas.</p> <p>I can work with my peers to have civil and democratic discussions and decisions by setting goals, deadlines and establishing roles as needed. I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions and promote creative and divergent perspectives.</p> <p>I can pose and respond to diverse and probing questions and ensure a full and thoughtful discussion on a topic. I can clarify, verify or challenge ideas and conclusions and promote divergent and creative perspectives.</p> <p>I can make informed decisions and solve problems using multiple sources of information I can evaluate the credibility and accuracy of sources noting any discrepancies.</p>	<p>Knowledge Comprehension Analysis Application</p> <p>Comprehension Application</p> <p>Comprehension Application Evaluation Comprehension Application Evaluation</p> <p>Analysis Synthesis Application</p> <p>Application Evaluation</p>	<p>Claims Compare Contrast Credibility Debate Democratic process Discuss Divergent Diverse Documentary Evidence Formal English Goals Multimedia Organization Persuasive speech Point of view Problem solving Propel Purpose Quantitatively Reasoning Rhetoric Style Support Synthesize Timeline</p>

Colorado SS: SL.1a – SL.1d, SL.2

1. Critique the accuracy, relevance, and organization of evidence of a presentation
2. Evaluate effectiveness of oral delivery techniques
3. Listen critically to evaluate the overall effectiveness of the presentation

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RESOURCES AND NOTES FOR SEMESTER 1:

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TIMELINE: Semester 2

<p>STRAND: READING FOR LITERATURE Craft and Structure</p> <p>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. M</p> <p>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. (Include at least one play by Shakespeare and one play by an American dramatist.) M</p> <p>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. M</p>	<p>I can analyze how understanding the point of view of some texts requires distinguishing what is directly stated from what is meant (satire, irony, understatement, etc.).</p> <p>I can analyze multiple interpretations of a piece of literature.</p> <p>I can evaluate how each version interprets the source text.</p> <p>I can demonstrate knowledge of eighteenth, nineteenth, and early twentieth century American literature by comparing how two or more texts from the same period treat similar themes or topics.</p>	<p>Comprehension Analysis</p> <p>Analysis Evaluation</p> <p>Knowledge Comprehension Analysis</p>	<p>Ambiguity American romanticism Author's perspective Character Conventions of drama Cultural context Drawing conclusions Early American Harlem Renaissance Historical context Imagery Modernism Naturalism Realism Regionalism Satire Stanzas Stream of consciousness Style Summarize Theme</p>
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Colorado SS: Explain the influence of historical context on the form, style, and point of view of a written work
RL.6, RL.7, RL.9

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Strand: Reading for Literature

<p>Range of Reading and Level of Text Complexity 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. M</p>	<p>I can read and comprehend many genres of literature appropriate to the eleventh grade level.</p>	<p>Comprehension Application</p>	<p>Allusion Analyze Argument Descriptive details Historical context Irony Overstatement Predict Primary source Rhetorical devices Synthesize</p>
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Colorado SS: RL.10

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

<p>STRAND: INFORMATIONAL Key Ideas and Details 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. M</p> <p>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. M</p> <p>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. M</p>	<p>I can cite strong, thorough, explicit textual evidence that supports my inferences and analysis of the text. I can determine where text leaves matters uncertain. I can determine two or more central ideas.</p> <p>I can analyze how ideas interact, build, and become complex throughout the text. I can present an objective summary of the text.</p> <p>I can analyze a complex set of ideas or sequence of events in a text. I can explain interaction and development of individuals, ideas, or events throughout the text.</p>	<p>Knowledge Analysis Application</p> <p>Analysis Application Evaluation</p> <p>Analysis Comprehension</p>	<p>Allusion Argument Author's purpose Connotation Emotional appeals Essay Evaluate ideas Figurative Persuasion Political words Rhetorical devices Style Text structure Theme Transcendentalism Voice</p>
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Colorado SS: RI.1, RI.2, RI.3

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Strand: Reading for Information

<p>Craft and Structure</p> <p>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 (e.g., how Madison defines faction in Federalist No. 10). M</p> <p>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. M</p> <p>6. Determine an author's point of view 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. M</p>	<p>I can determine the figurative, connotative and technical meaning of words or phrases in a grade eleven text.</p> <p>I can analyze how author refines the meaning of key terms through the course of a text.</p> <p>I can analyze the effectiveness of the author's exposition or argument.</p> <p>I can evaluate whether the author's structure makes points clear, convincing, and engaging.</p> <p>I can determine the author's point of view and purpose in a text.</p> <p>I can analyze how style and content contributes to the effectiveness of the text.</p>	<p>Analysis Synthesis Application</p> <p>Analysis Evaluation Synthesis</p> <p>Knowledge Synthesis Analysis</p>	<p>Allusion Argument Author's purpose Descriptive details Emotional appeal Graphics Harlem Renaissance Historical context Irony Literary movement Modernism Naturalism Overstatement Personal essay Persuasion Persuasive speech Primary source Realism Regionalism Research Rhetorical devices Romanticism Style Subjectivity Synthesize Text analysis Text structure Timeline Transitional poets Voice</p>
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Colorado SS: RI.4, RI.5, RI.6

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GRADE: 11

Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
Student Expectation			

Reading for Information

<p>Integration of Knowledge and Ideas 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. M</p> <p>8. 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 majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). M</p> <p>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. M</p>	<p>I can integrate and evaluate multiple sources from different media to address a question or solve a problem.</p> <p>I can delineate and evaluate the reasoning in seminal U. S. texts, including applications of constitutional principles and legal meanings. I can delineate and evaluate the premises, purposes, and arguments in the works of public advocacy.</p> <p>I can analyze significant seventeenth-century, eighteenth-century, and nineteenth century U. S. documents for themes, purpose and rhetorical features.</p>	<p>Application Evaluation</p> <p>Evaluation</p> <p>Analysis Application Evaluation</p>	<p>Advocacy Allusion Analysis Argument Essay Harlem Renaissance Historical context Literary movement Modernism Naturalism Premise Primary source Realism Regionalism Seminal Text structure</p>
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Colorado SS: RI.7, RI.8, RI.9

<p>Range of Reading and Level of Text Complexity 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. M</p>	<p>I can read and comprehend non-fiction texts appropriate for the eleventh grade.</p>	<p>Application Comprehension</p>	
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Colorado SS: RI.10

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<p>STRAND: SPEAKING AND LISTENING Comprehension and Collaboration 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. M 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. M b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. M 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. M d. Respond thoughtfully to diverse perspectives; 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. M</p>	<p>I can initiate and participate in a range of collaborative discussions. I can express my own ideas clearly and persuasively and build on other's ideas. I can prepare for a class discussion and participate by referring to my reading and research. I can work with peers to have civil, democratic discussions. I can set clear goals and individual roles for promoting discussion. I can propel a conversation by posing and responding to questions that probe reasoning and evidence. I can verify and challenge ideas and conclusions and promote divergent perspectives. I can respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence on all sides of an issue. I can resolve contradictions when possible, and determine when additional information is needed.</p>	<p>Knowledge Comprehension Analysis Application Comprehension Application Comprehension Application Evaluation Comprehension Application Evaluation Analysis Synthesis Application</p>	<p>Argument Contradiction Debate Digital media Divergent Formal Graphics Informal Interactive elements Naturalism Perspective Persuasion Persuasive speech Persuasive techniques Probe Propel Regionalism Synthesize Web Page Web Site</p>
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Colorado SS: SL.1a – SL.1d

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Strand/Concept	Student Friendly Learning Objective	Level of Thinking	Academic Vocabulary
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<p>STRAND: SPEAKING AND LISTENING Comprehension and Collaboration (continued) 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. M</p> <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. M</p>	<p>I can make informed decisions and solve problems using multiple sources of information. I can evaluate the credibility and accuracy of sources noting any discrepancies.</p> <p>I can evaluate speaker's point of view, reasoning or use of evidence, and rhetoric. I can assess points presented including word choice, emphasis, and tone.</p>	<p>Application Evaluation</p> <p>Evaluation</p>	
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Colorado SS: SL.2, SL.3

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Strand: Speaking and Listening

<p>Presentation of Knowledge and Ideas</p> <p>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. M</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. M</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language Standards 1 and 3 on page 54 for specific expectations.) M</p>	<p>I can present organized information using a clear and distinct perspective in a way that listeners can follow the line of reasoning.</p> <p>I can offer opposing perspectives when appropriate.</p> <p>I can use formal or informal style determined by purpose.</p> <p>I can strategically use digital media to enhance understanding and add interest to a presentation.</p> <p>I can adapt speech to a variety of contexts and tasks.</p> <p>I can demonstrate a command of formal and informal English when appropriate.</p>	<p>Synthesis Application</p> <p>Knowledge Application</p> <p>Application Evaluation</p>	<p>Formal and informal English Persuasion</p>
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<p>Colorado SS: SL.4, SL.5, SL.6</p>			
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RESOURCES AND NOTES FOR SEMESTER 2: