

<b>Strand: Comprehension and Collaboration</b>			
<b>Standard 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.</b>			
<b>Learning Targets</b>	<b>Academic Vocabulary</b>	<b>Question Stems</b>	<b>Possible Assessments</b>
<ul style="list-style-type: none"> <li>○ I can 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>○ I can work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</li> <li>○ I can 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>○ 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</li> </ul>	<ul style="list-style-type: none"> <li>● Explicitly</li> <li>● Evidence</li> <li>● Probe</li> <li>● Reflect</li> <li>● Collegial</li> <li>● Roles</li> <li>● Elaboration</li> <li>● Details</li> <li>● Reflection</li> <li>● Paraphrasing</li> </ul>		

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required to deepen the investigation or complete the task.			
<p><b>Standard 2:</b> 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>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can interpret information in visual media.</li> <li>○ I can interpret quantitative data.</li> <li>○ I can interpret information that others tell me.</li> <li>○ I can explain how the information I see and hear contributes to a topic.</li> <li>○ I can explain how the information I see and hear contributes to a text.</li> <li>○ I can explain how the information I see and hear contributes to an issue I am studying.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Interpret</li> <li>● Diverse</li> <li>● Media</li> <li>● Format</li> <li>● Visual</li> <li>● Quantitative</li> <li>● Oral</li> <li>● Contributes</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<p><b>Standard 3:</b> 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>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can evaluate a speaker’s point of view.</li> <li>○ I can evaluate a speaker’s reasoning.</li> <li>○ I can evaluate a speaker’s use of evidence and rhetoric.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Evaluate</li> <li>● Point of view</li> <li>● Reasoning</li> <li>● Evidence</li> <li>● Rhetoric</li> <li>● Stance</li> <li>● Premise</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

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<ul style="list-style-type: none"> <li>○ I can assess the stance and premise of a speaker.</li> <li>○ I can see the links between the speaker’s ideas, word choice, points of emphasis, and tone.</li> </ul>	<ul style="list-style-type: none"> <li>● Ideas</li> <li>● Word choice</li> <li>● Emphasis</li> <li>● Tone</li> </ul>		

Strand: Presentation of Knowledge and Ideas			
<p><b>Standard 4:</b> 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.</p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can present claims and findings.</li> <li>○ I can sequence ideas logically.</li> <li>○ I can use pertinent descriptions, facts and details to make my point.</li> <li>○ I can accentuate main ideas and themes in my presentation. I can use appropriate eye contact, volume, and pronunciation when I present</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Claims</li> <li>● Findings</li> <li>● Sequencing</li> <li>● Pertinent</li> <li>● Accentuate</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>
<p><b>Standard 5:</b> Make strategic use of digital media (e.g., <i>textual</i>, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can include graphic material in presentations to clarify information.</li> <li>○ I can include images in presentations to clarify information.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Multimedia</li> <li>● Components</li> <li>● Graphics</li> <li>● Clarify</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>

Strand: Presentation of Knowledge and Ideas			
I can include sound in presentations to clarify information.			
<b>Standard 6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			
<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>○ I can adapt my speech to a variety of contexts.</li> <li>I can adapt my speech to a variety of tasks.</li> </ul>	<p><b>Academic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Adapt</li> <li>• Context</li> </ul>	<p><b>Question Stems</b></p>	<p><b>Possible Assessments</b></p>