

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

INTERNATIONAL BACCALAUREATE PROGRAM

LANGUAGE A: LITERAURE HL, YEAR 1

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 29, 2016

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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IB LANGUAGE A: LITERATURE HL, YEAR 1

COURSE PHILOSOPHY

The International Baccalaureate Organization provides the following philosophy: *“The study of texts, both literary and non-literary, provides a focus for developing an understanding of how language works to create meanings in a culture, as well as in particular texts. All texts may be understood according to their form, content, purpose and audience, and through the social, historical, cultural and workplace contexts that produce and value them. Responding to, and producing, texts promotes an understanding of how language sustains or challenges ways of thinking and being. . .*

Group 1 courses are designed to support future academic study by developing a high social, aesthetic and cultural literacy, as well as effective communication skills. . . In the Language A: Literature course, focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments. . . The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.”

COURSE DESCRIPTION

The International Baccalaureate Organization provides the following description: *“Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language. Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus: Part 1: Works in translation; Part 2: Detailed study; Part 3: Literary genres; Part 4: Options (in which works are freely chosen).”*

COURSE SUMMARY

COURSE GOALS

- CG1: Students will analyze universal human values of empathy, diversity, and inquiry through critical reading of fiction and nonfiction works.
- CG2: Students will evaluate processes through which conclusions are drawn by identifying universal themes and accepting contextually supported, varied interpretations of texts.
- CG3: Students will effectively communicate ideas in an open-minded, caring, and principled fashion in verbal, written, and technological forums.
- CG4: Students will critique works through various lenses and recognize literature's applicability to real-world dilemmas.
- CG5: Students will utilize proper conventions of grammar, organization, research, and presentation skills in order to best communicate original ideas and insights.

ENDURING UNDERSTANDINGS

COURSE ESSENTIAL QUESTIONS

CEU1: Literature requires contextual analysis and understanding of subtext.	CEQ1: What's most important when analyzing literature?
CEU2: Literature inherently has universal and interdisciplinary themes that help to foster empathy.	CEQ2: Can reading and analyzing literature make me a better person?
CEU3: Literary analysis must be supported in verbal and written formats and may yield a variety of valid interpretations.	CEQ3: Can multiple interpretations of a text be equally valid?
CEU4: Recognizing how interpretations mirror one's own perceptions and biases results in various valid interpretations.	CEQ4: In what ways can personal lenses be identified and adjusted to understand multiple perspectives on one issue?
CEU5: Synthesizing information demonstrates an understanding that in-depth knowledge comes from assessing a variety of valid sources.	CEQ5: How does research help me formulate my own opinion?
CEU6: Reflecting upon the connections that literature has to other disciplines and real life is essential to becoming a lifelong learner.	CEQ6: Why do we study literature?
CEU7: The ability to effectively present information is dependent upon knowledge of proper grammar and usage, research skills, and original insights that explore literature in its own historical context and as it relates to national and international themes and mindsets.	CEQ7: What are the ways in which I can best present my message clearly?

UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
Unit 1: Options	Students will analyze how both fiction and non-fiction writings across cultures and time periods connect thematically and stylistically, and will express their ideas about literature creatively and analytically in a variety of formats.	45 hours 14-17 weeks
Unit 2: Works in Translation	Students will analyze, interpret, and synthesize information from translated works with an emphasis on the nuances of language, and evaluate the cultural complexities and thematic connections of translated works, expressing their ideas about literature creatively through writing.	65 hours 16-17 weeks

IB LANGUAGE A: LITERATURE HL, YEAR 1**UNIT #1: Options Unit****SUGGESTED DURATION: 14-17 weeks****UNIT OVERVIEW****UNIT LEARNING GOALS**

Students will analyze how both fiction and non-fiction writings across cultures and time periods connect thematically and stylistically, and will express their ideas about literature creatively and analytically in a variety of formats.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can explain the processes by which they developed their presentation (why their chosen method of communication was most effective) and/or the student will continue to make creative connections to other genres and styles throughout their discussion of literature.
3	The student can: <ul style="list-style-type: none"> • present an individual, independent, and technically accurate response to works studied; • demonstrate powers of expression via oral presentation, considering factors such as register (vocabulary usage, tone, sentence structure, and appropriate vocabulary) and style appropriate to presentation format; • effectively hold the attention of an audience, considering such factors as audibility, gestures, eye contact, and quality of supporting materials; • connect literary pieces to other genres, both fiction and nonfiction, and highlight parallels to theme and style.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit an understanding of the literature and the analytic process.

ENDURING UNDERSTANDINGS**ESSENTIAL QUESTIONS**

EU1: Thematic connections exist among various works that can transcend national boundaries, time periods, and cultures.

EQ1: In what ways can literature transcend time and place to stay relevant in the modern world in various cultures?

EU2: Fiction and nonfiction texts employ similar strategies to convey meaning.

EQ2: Although fiction and nonfiction have varying content, what unites them?

EU3: There are specific literary terms and devices that must be used in order to properly speak about literature.

EQ3: What is the language of literature?

EU4: Effective writing involves being able to utilize standard conventions of grammar, format, organization, and content in order to best produce a coherent, lucid, and intelligent discussion on literature.

EQ4: Is it possible to write effectively but not convey a clear message?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU 1-4, EQ 1-4 11-12.RL.1, 4, 6 11-12.RI.1, 2, 3, 5, 7 11-12.W.7, 9 11-12.SL.1, 4, 5, 6 11-12.L.1, 5	<p>IB Assessment: Individual Oral Presentation Internally assessed; externally moderated</p> <p><u>Simplified explanation:</u> Based on class discussion and reflection, students will complete an individual oral presentation that demonstrates their understanding of the literature and highlights their ability to develop original ideas that extends the text.</p> <p><u>Detailed explanation:</u></p> <ul style="list-style-type: none"> • Students will present on a topic based on works studied in Part I of the course. The presentation will last 10-15 minutes and will be internally assessed and externally moderated by the International Baccalaureate Organization. • Students will arrive at a topic based upon the works they have studied and present their topic in front of an audience in an engaging and intriguing manner. Students will deliver creative presentations utilizing available technologies while understanding that their presentations should focus on both content and presentation style/delivery. • Prior to the actual delivery of the presentation, students will submit an Individual Oral Presentation (IOP) proposal in which they will decide on a topic, discuss what and how they plan to reveal about the text, and consider and justify the structure of their presentation. • Final presentations can come in a variety of formats, including the utilization of elements of creative writing, digital multimedia presentations, drama/tableaux, art, painting, and/or photography to demonstrate connections to literature.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
analysis audience characterization collaboration connotation denotation draw conclusions explicit details figurative language hypothesis individual oral presentation (IOP) inferred details international mindedness irony key ideas literary devices MLA format observation organization poetic devices point of view purpose research sarcasm setting strong, thorough evidence structure style subtext task theme tone understatement	Identify strong and thorough textual evidence (DOK 1)	11-12.RL.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.
	Interpret how the text uses ambiguity or leaves matters uncertain (DOK 2)	11-12.RL.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.
	Recognize that similar themes exists across texts, and often build upon one another to create a new understanding (DOK 1)	11-12.RL.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).
	Compare how two or more themes develop across a text (DOK 3)	11-12.RL.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.)
	Draw conclusions about ways in which elements of a story or drama are affected by an author’s word choice (DOK 3)	11-12.RL.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).
	Analyze the impact of an author’s decision to consciously relate separate elements within one work (DOK 3)	
	Interpret vocabulary and phrases in a text to determine meaning and to analyze how an author’s word choices shape meaning or tone (DOK 2)	
	Analyze significance of point of view and how it affects textual meaning (DOK 2)	
Distinguish between subtext and overt characterization and detail when making informed decisions about the text (DOK 2)		
Recognize information that needs to be inferred from given examples (DOK 1)	11-12.RI.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.	
Infer meaning of text from specific passages (DOK 2)	11-12.RI.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.	
Analyze how texts interact with themes, characterization, setting, and the like in order to make connections (DOK 3)	11-12.RI.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.	
Analyze how major aspects of a literary work interact with and build upon each other (DOK 3)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	<p>Analyze the effectiveness of structure in exposition or argument (DOK 3)</p> <p>Critique an argument or exposition in order to evaluate its effectiveness (DOK 3)</p>	<p>11-12.RI.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>Analyze how style and content support point of view or purpose (DOK 2)</p> <p>Cite evidence to demonstrate how purpose and point of view add to aesthetic elements in a given work (DOK 3)</p>	<p>11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly elective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
	<p>Evaluate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem (DOK 2)</p>	<p>11-12.RI.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.</p>
	<p>Make observations about how a particular aspect of a text or multiple texts can be analyzed (DOK 2)</p> <p>Prove a thesis to be true in a sustained research project, paper, or presentation (DOK 4)</p>	<p>11-12.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
	<p>Draw evidence to support ideas when writing (DOK 2)</p> <p>Organize information to distinguish the most important evidence to support a claim (DOK 2)</p>	<p>11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
	<p>Compare and contrast the ideas of others with one’s own in order to arrive at justifiable conclusions (DOK 2)</p> <p>Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 3)</p>	<p>11-12.SL.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.</p>
	<p>Organize materials and ideas in order to present information in an effective way (DOK 2)</p> <p>Develop an effective logical argument in an oral presentation (DOK 3)</p>	<p>11-12.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
	<p>Evaluate the usefulness of digital media in presentations to add interest (DOK 3)</p>	<p>11-12.SL.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>

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
(same as above)	Evaluate the usefulness of digital media in presentations to add Interest and to convey ideas most effectively (DOK 3)	11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Demonstrate command of the conventions of standard English grammar and usage when speaking (DOK 3)	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Apply concepts learned about grammar and diction in order to make conclusions about how words may change meaning in various settings (DOK 3)	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will analyze, interpret, and synthesize information from translated works with an emphasis on the nuances of language, and evaluate the cultural complexities and thematic connections of translated works, expressing their ideas about literature creatively through writing.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can teach the process to their peers and/or adapt the ideas in their initial paper to a variety of structured essays formats.
3	<p>The student can:</p> <ul style="list-style-type: none"> • demonstrate proficiency of major skills by producing effective interactive orals, reflective statements, and analytical writing; • demonstrate an understanding of and analysis of how the writer’s choices of language, structure, technique, and style shape meaning; • effectively analyze and develop major concepts by utilizing specific and thorough evidence; • utilize clear, varied, and accurate language with appropriate choice of register, style, and terminology; • show appreciation for the nuances of translated works through synthesis of major ideas; • explore the cultural aspects embedded in each work of literature in isolation and in comparison to other works; • present their ideas in a creative fashion that highlights analytical features of work.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with help, the student does not exhibit understanding of organization, content, and presentation.

ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

EU1: Great literature transcends any given time and place and highlights commonalities amongst cultures.	EQ1: In what ways can literature transcend time and place to stay relevant in the modern world in various cultures?
EU2: It is vital to retain cultural complexity and perspective in order to have an accurate portrayal of a work that has been translated.	EQ2: Can we ever truly understand a work in translation?
EU3: When analyzing works in translation, it is important to be mindful of personal biases and the nuances of language in order to gain an appreciation of the work in its original form and in its altered state.	EQ3: What is meant by the phrase “lost in translation”?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 EU 1-3, EQ 1-3 11-12. RL.1, 3, 4, 5, 6 11-12. RI. 1, 2, 3, 4, 6, 7 11-12. W.8 11-12. SL. 1, 2, 4, 5 11-12. L. 3, 4, 5, 6 DOK 4	<p>IB Assessment: Written Assignment and Reflective Statement Externally assessed</p> <p>Over the course of this unit, students will complete daily "reflective statements" based on interactive oral discussions, and a minimum of three timed writings (one per piece), one of which will eventually be developed into a literary essay.</p> <ul style="list-style-type: none">• Students will compose a literary essay of 1,200- 1,500 words based on one work studied in Part 2 of the course.• The literary essay will be based upon a series of Reflective Statements comprised of 300-400 words each.• Before the Reflective Statement, students will explore the context of the works they are reading, including, but not limited to, relevant examples of the writer's biography, the historical, political, or social aspects of the work, the geographical background against which the work is set, the sociological or anthropological situations of the characters, and/or cultural issues and practices having to do with economics, gender, class, or race.• In exploring various literary works in individual and group settings, every student will engage in an Interactive Oral Component, in which they research and present findings to the class, present various viewpoints, and/or, via student led and teacher facilitated discussions, engage the class in a specific area of study pertaining to the chosen work(s). Specifically, each work studied in this unit must receive at least thirty minutes of interactive oral discussion and every student must have an active role in at least one Interactive Oral and there must be a Reflective Statement written for each Interactive Oral.• After each Interactive Oral component, students will compose written Reflective Statements, in which they will consider how their understanding of cultural and contextual considerations in the work was developed through presentations. Specifically, students will consider in what ways time and place matter to the work, social and cultural context, connections in the work to their own culture and experience, and how technique relates to context.• For each work studied, students will complete a timed writing in class (40-50 minutes each) in continuous prose. Each timed writing must have 3-4 prompts provided by the teacher and for which students will have no knowledge of before class, with the aim of encouraging critical thinking. Students may have access to open books as support materials. The timed writing must focus on specific questions.• Students then will choose one of their pieces of supervised writing to develop into an essay for submission, and the final essay must show a connection to the timed writing. The teacher will provide feedback orally or on a separate of paper from the draft via conference after which the students must complete the essay based on those suggestions by the teacher initially with no additional guidance.• The final essay will be 1,200- 1,500 words and is submitted for assessment along with the relevant reflective statement as a well-presented, formal piece of work. Once the essay is completed, it is submitted with the IB cover sheet and relevant reflective statement.

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO INTRODUCE
aesthetic impact audience comprehension connotative language context denotations expression of idea figurative language format meaning nuance originality plagiarism purpose reference materials research process source variety strategy style task technical language text structure tone vocabulary in context	Analyze how the structure of a text contributes to its meaning (DOK 2)	11-12.RL.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.
	Determine whether the structure of a text is effective (DOK 3)	
	Draw conclusions about how words and phrases influence and shape meaning and tone (DOK 3)	11-12.RI.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.
	Revise appropriately to avoid inadvertent plagiarism or attribution errors (DOK 3)	11-12.W.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 standard format for citation.
	Assess whether a final project reflects attention to a variety of sources (DOK 3)	
	Create a final product that is mindful of the research process and authentic and original in its execution (DOK 4)	
	Integrate multiple sources of information presented (DOK 2)	11-12.SL.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.
	Apply knowledge of language to determine how language functions in different contexts (DOK 2)	11-12.L.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.
	Differentiate among reference materials to find the most effective means to convey ideas (DOK 3)	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Demonstrate nuances in the meanings of words with similar denotations (DOK 3)	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Use general academic and domain-specific words and phrases at the college and career readiness level (DOK 3)	11-12.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
appreciation of writer's choices analysis audience characterization collaboration connotation cultural context denotation draw conclusions explicit details figurative language hypothesis IB specific criteria for process and product inferred details interactive oral (IO) international mindedness irony key ideas literary analysis literary devices Modern Language Association (MLA) format observation organization point, evidence, analysis (PEA) poetic devices point of view purpose reflective statements research sarcasm setting specificity strong, thorough evidence structure style subtext	Identify strong and thorough textual evidence (DOK 1)	11-12.RL.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.
	Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas (DOK 3)	11-12.RL.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).
	Analyze how the decisions the author made regarding setting, order of events, etc., impacted the story (DOK 2)	11-12.RL.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.)
	Interpret vocabulary and phrases in a text to determine meaning and to analyze how an author's word choices shape meaning or tone (DOK 2)	11-12.RL.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).
	Analyze significance of point of view and how it affects textual meaning (DOK 2)	11-12.RI.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.
	Distinguish between subtext and overt characterization and detail when making informed decisions about the text (DOK 2)	11-12.RI.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.
	Recognize information that needs to be inferred from given examples (DOK 1)	11-12.RI.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.
	Infer meaning of text from specific passages (DOK 2)	11-12.RI.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.
	Analyze how texts interact with themes, characterization, setting, and the like in order to make connections (DOK 2)	11-12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly elective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Analyze how major aspects of a literary work interact with and build upon each other (DOK 2)		
Analyze the effectiveness of structure in an exposition or argument (DOK 2)		
Evaluate whether or not the points of an exposition or argument are clear, convincing, and engaging (DOK 2)		
Analyze stylistic elements of a work (DOK 2)		

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) supervised writing task technique theme title specificity tone understatement works in translation	Evaluate multiple sources of information presented in diverse media or formats, as well as in words, to address a question or solve a problem (DOK 2)	11-12.RI.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.
	Compare and contrast the ideas of others with one's own in order to arrive at justifiable conclusions (DOK 2)	11-12.SL.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.
	Make observations about how ideas draw upon one another in order to arrive at a higher level thesis (DOK 2)	11-12.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Organize materials and ideas in order to present information in an effective way (DOK 2)	11-12.SL.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.
	Use digital media strategically in presentations to enhance understanding and add interest (DOK 3)	11-12.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
	Use general academic and domain-specific words and phrases at the college and career readiness level (DOK 3)	