

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**INTERNATIONAL BACCALAUREATE PROGRAM**

# **LANGUAGE A: LITERAURE HL, YEAR 2**

Grade Level: 12

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

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## IB LANGUAGE A: LITERATURE HL, YEAR 2

### 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.

### COURSE ENDURING UNDERSTANDINGS

### COURSE ESSENTIAL QUESTIONS

CEU1: Literature requires contextual analysis and understanding of subtext.	CEQ1: What is 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 by evidence in verbal and written formats and may yield a variety of valid interpretations.	CEQ3a: Can multiple interpretations of a text and/or literary criticism be equally valid? CEQ3b: Why is it important to understand that various literary criticisms can have equal merit?
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?

## UNIT GOALS & PACING

UNIT TITLE	UNIT GOALS	RECOMMENDED DURATION
<a href="#">Unit 3: Detailed Study Unit</a>	Students will analyze and compare and contrast the structure and craft of varied literary genres and orally defend a close, detailed analysis of individual texts to demonstrate their understanding of both content and literary technique.	65 hours 17 weeks
<a href="#">Unit 4: Literary Genres Unit</a>	Students will analyze the conventions of a specific genre in order to draw conclusions about the specific characteristics and the pedagogical context of the genre.	65 Hours 17 weeks

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will analyze and compare and contrast the structure and craft of varied literary genres and orally defend a close detailed analysis of individual texts to demonstrate their understanding of both content and literary technique.

**UNIT LEARNING SCALE**

4	In addition to the score 3 performances, the student can speak extemporaneously on any given text with depth and insight and/or teach conventions of the genres to his or her peers.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>• acquire detailed knowledge of the works studied as demonstrated through reflection journals, class discussion, and papers;</li> <li>• demonstrate appropriate analytical responses to specific genres;</li> <li>• show how particular effects are achieved through language use;</li> <li>• accurately analyze elements such as character, theme, and setting;</li> <li>• engage with the details of works in order to develop a considered and informed response;</li> <li>• evaluate structure and craft of various works in their similarities and differences from one another;</li> <li>• engage with the texts and make applicable to the real world through writing and discussion formats.</li> </ul>
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 grapples with understanding even the most basic concepts and skills of the unit.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

EU1: There is no one, definitive way to interpret a given text of literature.	EQ1: What makes one interpretation of literature more valid than another?
EU2: One’s interpretation of literature reflects back to his or her own biases and experiences.	EQ2: When analyzing works of literature, is there a way to avoid imposing one point of view on an interpretation?
EU3: Accurate interpretation of texts involves critical reading and understanding of literary constructs and devices to justify interpretations of text.	EQ3: How do the individual parts of a text contribute to the whole?
EU4: Each genre has unique characteristics that should be understood in order to compare and contrast them in literary study.	EQ4: Is one genre better than another for communicating a message?
EU5: The ability to communicate ideas effectively comes in many forms, including oral, written, and performance-based forums.	EQ5a: Why is it important to understand that ideas can be conveyed in a variety of ways? EQ5b: What benefit is there to being able to clarify concepts orally to demonstrate understanding of a concept?

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
LG1 EU 1-5, EQ 1-5b 11-12.RL.1, 2, 3, 4, 5, 6 11.12.W.1, 4, 9, 10 11-12.SL.1, 3, 4 11-12.L.3, 5 DOK 3	<p>This unit may begin in junior year, but will be assessed senior year. In order to hone the skills necessary for success in the subsequent units, a diagnostic assessment will be necessary at the end of junior year. This diagnostic assessment may take a variety of forms, including the following:</p> <ul style="list-style-type: none"> <li>• Teacher modeling; student emulating. Two teachers will model critical analysis, focusing on specific characteristics of the genres/works studied. One will explicate the text and have students view the process on SMART Board/available technology. At the conclusion of explication, the teacher will discuss the text in depth. Teacher two will ask questions and then gear the discussion towards another work studied in the unit. Students will watch as teachers interact to model the process for which they will be responsible in following unit. At the conclusion of the teacher-led sample, students will mimic the process with works studied from Unit #2 in pairs.</li> <li>• Students will practice extended explication of both familiar and unfamiliar texts in order to demonstrate their knowledge of literary techniques, poetic devices, subtext, and content/theme.</li> <li>• Students will practice discussion in small groups on a specific, focused topic and must speak uninterrupted on a given topic after having prepared a small sample text. Students in the group will take focused notes and offer constructive criticism for the student on both his or her written work and oral discussion.</li> <li>• Students may choose to record themselves on analysis of given literary text and have students provide feedback based on brief 3-5 minute excerpt of analysis.</li> </ul> <p>IB Assessment: Individual Oral Commentary and Discussion Internally assessed, externally moderated</p> <p>Students will demonstrate their ability to analyze texts closely in an oral presentation format focusing on both poetry and a separate genre studied in this unit:</p> <ul style="list-style-type: none"> <li>• Formal Oral Commentary on poetry studied in in Part 3 and subsequent questions (10 minutes) after preparation time (20 minutes). During the prep time, students will be given a blank sheet of paper, although most notes will be taken on the sheet of paper with a poem.</li> <li>• Only titles of poems can remain; poem lines must be re-numbered. Poetry extract length should be approximately 20-30 lines.</li> <li>• Discussion based on one of the other Part 3 works (10 minutes).</li> </ul>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis annotation audience canon characterization collaboration connotation context cultural context denotation explication explicit details figurative language guiding questions hypothesis IB-specific criteria for process and product (embedded in each work)	Interpret how the text supports the themes or central ideas to produce a complex account of the text (DOK 2)  Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text (DOK 3)	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.
Individual Oral Commentary inferred details international-mindedness irony key ideas literary analysis literary devices Modern Language Association (MLA) format observation organization poetic devices point of view purpose research sarcasm setting signposts specificity	Analyze how the text develops two or more central ideas or themes throughout a text (DOK 2)  Interpret how the text supports the themes or central ideas to produce a complex account of the text (DOK 2)  Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text (DOK 3)	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.
	Explain how the author's choices relate the elements of a story or drama (DOK 2)  Analyze how the decisions the author made regarding setting, order of events, etc., impacted the story (DOK 4)	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).
	Determine the figurative and connotative meanings of words and phrases as they are used in the text (DOK 2)  Analyze the impact of specific word choices on meaning and tone (DOK 4)	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.)
	Analyze how the author's choices contribute to the overall structure, meaning, and aesthetic impact (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.
	Compare and contrast what is directly stated in a text to that which is implied or inferred (DOK 2)  Analyze how knowing the author's point of view helps the reader identify the true meaning of the text (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).

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) strong, thorough evidence structure style subtext supervised writing task technique theme title specificity tone transitions understatement	Write an argument by creating an organizational structure that logically sequences claim(s), counterclaims, reasons, and evidence (DOK 4)	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Determine suitable idea development strategies, organization, and style (DOK 2)	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Produce writing both clear and coherent, with idea development, organization, and style (DOK 4)	
	Draw evidence from key ideas and details as support for research (DOK 2)	11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Analyze key ideas and details in a text as evidence to support understanding of text (DOK 2)	
	Reflect on key ideas and details in a text as evidence to support understanding of text (DOK 2)	
	Write routinely over shorter or extended time frames (DOK 3)	11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Analyze and evaluate text, comments, claims, and evidence posed (DOK 2)	11-12.SL.1 Initiate and participate electively 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	
Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts (DOK 3)		
Reference evidence from texts and research to support comments and ideas (DOK 3)		
Evaluate a speaker's reasoning by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone (DOK 2)	11-12.SL.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	
Evaluate a speaker's use of evidence and rhetoric by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone (DOK 3)		



DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	<p>Present information, findings, and supportive evidence that conveys a clear and distinct perspective such that listeners can follow the line of reasoning (DOK 3)</p> <p>Present alternate and opposing perspectives (DOK 3)</p>	<p>11-12.SL.4 Present information, finding, 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>Use knowledge of syntax to study complex texts when reading (DOK 3)</p>	<p>11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make elective choices for meaning or style, and to comprehend more fully when reading or listening.</p>
	<p>Analyze figures of speech (DOK 2)</p> <p>Determine how figurative language impacts a text's purpose (DOK 2)</p>	<p>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

**UNIT OVERVIEW**

**UNIT LEARNING GOALS**

Students will analyze the conventions of a specific genre in order to draw conclusions about the specific characteristics and the pedagogical context of the genre.

**UNIT LEARNING SCALE**

4	In addition to the score 3 performances, the student can speak extemporaneously on any given text with depth and insight and/or teach conventions of the genres to his or her peers.
3	<p>The student can:</p> <ul style="list-style-type: none"> <li>• acquire knowledge and understanding of the works studied in one genre;</li> <li>• acquire a clear sense of the literary conventions of the selected genre;</li> <li>• explore strategies for writing about particular genres and the literary conventions and features of a given genre;</li> <li>• engage with a number of text extracts from a given genre and develop an ability to analyze how particular effects are achieved through writers' choices of language, structure, and form;</li> <li>• understand the ways in which content is delivered through the literary conventions of the selected genre;</li> <li>• compare and contrast the similarities and differences in the selected works;</li> <li>• create a final essay that is indicative of all of the higher order thinking and writing skills inherent within the unit, and explore strategies for preparing, planning, and practicing for the examination.</li> </ul>
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 grapples with understanding even the most basic concepts and skills of the unit.

**ENDURING UNDERSTANDINGS**

**ESSENTIAL QUESTIONS**

EU1: Each literary genre has its own unique features.	<p>EQ1a: In what ways can understanding and identifying particular characteristics lead to a deeper understanding of literature?</p> <p>EQ1b: Is one genre better than another for communicating a message?</p>
EU2: The author and the narrator/characters are distinct and separate entities.	<p>EQ2a: What are the dangers of assuming the author's message via the narrator or main character's voice?</p> <p>EQ2b: Why must a narrator's credibility always be taken into consideration?</p>
EU3: The construction of language and text is an intentional process.	<p>EQ3a: How much of writing is accidental versus intentional? How can I tell the difference?</p> <p>EQ3b: What are the ways in which literary devices and techniques supplement texts?</p>
EU4: Every literary genre works to create a central tension that must be analyzed.	EQ4: How can the central tension of a text be identified and how can one determine the most valid interpretation of the tension?
EU5: It is more important to ask the right questions than to look for right answers when analyzing a work of literature.	EQ5: How can asking specific questions lead to a deeper appreciation and understanding of a particular work?

**COMMON ASSESSMENT**

ALIGNMENT	DESCRIPTION
LG1 EU 1-5, EQ 1-5 11-12.RL.1, 2, 3, 4, 5, 6 11-12 W.1, 4, 9, 10 11-12 SL.1, 3, 4 11-12 L.1, 3, 5 DOK 4	IB Assessment: Paper 2 (essay, 2 hours) Externally assessed: 25% of final grade <ul style="list-style-type: none"><li>• Students will demonstrate their ability to speak to a particular genre and to think about the works studied in this unit in comparative terms.</li><li>• Students will need to ensure a detailed knowledge of given works, both in what is explicitly stated as well as by understanding the inferred meanings and subtexts.</li><li>• Students will need to understand the conventions of the genre, including recurring features.</li><li>• Students will be able to compare and contrast the works studied in their genre, including making evaluative statements about the works they are discussing.</li><li>• Students will produce an effective comparative essay, demonstrating how the content of the texts is informed by the conventions of the particular genre.</li></ul>

TARGETED STANDARDS		
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
analysis annotation audience canon characterization collaboration comparative literary essay comparisons connotation context conventions cultural context denotation draw conclusions explication explicit details figurative language genre guiding questions hypothesis IB-specific criteria for process and product (embedded in each work) individual oral commentary inferred details international mindedness irony key ideas literary analysis literary devices Modern Language Association (MLA) format observation organization poetic devices point of view purpose research sarcasm	Interpret how the text uses ambiguity or leaves matters uncertain (DOK 2)	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 how the text develops two or more central ideas or themes throughout a text (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.
	Interpret how the text supports the themes or central ideas to produce a complex account of the text (DOK 2)	
	Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text (DOK 3)	
	Explain how the author's choices relate the elements of a story or drama (DOK 2)	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)	
	Analyze the impact of specific word choices on meaning and tone (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.)
	Analyze how the author's choices contribute to the overall structure, meaning, and aesthetic impact (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.
Compare and contrast what is directly stated in a text to that which is implied or inferred (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 how knowing the author's point of view helps the reader identify the true meaning of the text (DOK 2)		
Write an argument creating an organization that logically sequences claim(s), counterclaims, reasons, and evidence (DOK 4)	11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(continued) setting signposts specificity strong, thorough evidence structure style subtext supervised writing task technique theme title specificity tone transitions understatement	Produce clear and coherent writing, using fully-developed ideas, organization, and style (DOK 4)	11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	Draw evidence from key ideas and details as support for research (DOK 2)	11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Analyze key ideas and details in a text as evidence to support understanding of text (DOK 2)	
	Reflect on key ideas and details in a text as evidence to support understanding of text (DOK 2)	
	Write over short and extended time frames (DOK 3)	11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Analyze and evaluate text, comments, claims, and evidence posed (DOK 2)	11-12.SL.1 Initiate and participate electively 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.
	Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 11-12 topics and texts (DOK 3)	
	Evaluate a speaker's reasoning by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone (DOK 2)  Evaluate a speaker's use of evidence and rhetoric by assessing stance, premises, links among ideas, word choice, points of emphasis, and tone (DOK 2)	11-12.SL.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.
Present information, findings, and supportive evidence that conveys a clear and distinct perspective such that listeners can follow the line of reasoning (DOK 3)  Present alternate and opposing perspectives (DOK 3)  Utilize appropriate organization, development, substance, and style to create works appropriate to task (DOK 3)	11-12.SL.4 Present information, finding, 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.	

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	STANDARDS TO FURTHER DEVELOP
(same as above)	Apply understanding that usage is a matter of convention, can change over time, and is sometimes contested (DOK 2)	11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Vary syntax for effect when writing, consulting references when needed (DOK 2)	11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make elective choices for meaning or style, and to comprehend more fully when reading or listening.
	Use knowledge of syntax to study complex texts when reading (DOK 2)	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Demonstrate nuances in the meanings of words with similar denotations (DOK 3)	