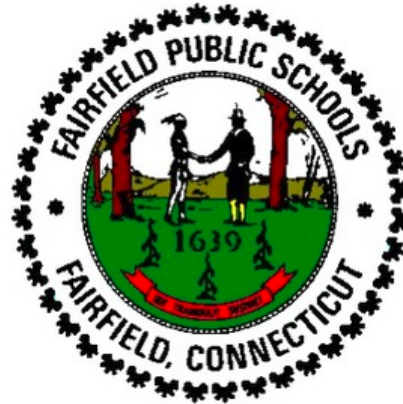


# Fairfield Public Schools

## English Curriculum

Reading, Writing, Speaking and Listening, Language

### Journalism



### **Journalism: Description**

Journalism is a semester English elective. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students learn how to write a story in the newsroom. They also will "go out" on the beat and develop and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students see how concepts and principles work in real situations and explore the problems, philosophical questions, and issues that journalists face on the job. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists. In class, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating.

## Journalism: Overview

### Central Understandings

- Students analyze and respond in literal, critical, and evaluative ways to a variety of complex texts that are read, viewed, and heard.
- Students apply the principles of literary theory to deepen their comprehension of texts.
- Students express, develop, and substantiate ideas and experiences through their own writing, artistic productions, and researched presentations.
- Students write routinely over extended time frames and shorter time frames to develop and strengthen their writing.
- Students contribute to classroom discourse by listening actively, synthesizing the ideas of others, and responding critically.
- Students write with clarity and accuracy by adhering to the language and conventions of Standard English.

### Course Essential Questions

- Why is a free press essential to a free and democratic society?
- What is the role of the journalist and journalism in our society?
- How do journalists get their stories?
- What are the social, cultural and historical influences in journalism?
- What is the relationship between journalism and photojournalism?
- What is the impact of technology on today's multimedia reader?
- How is social media shaping journalism?

## Journalism: Overview

### Grammar, Usage, Mechanics, and Vocabulary

By the end of 11<sup>th</sup> grade, it is expected that students are able to demonstrate a mastery of grammar, usage, and mechanics concepts to be exhibited in 12<sup>th</sup> grade composition. Therefore, composition and grammar expectations are reviewed individually with students. Students are expected to follow MLA formatting rules for all formal writing.

Vocabulary study in all of our English elective courses is systematic, designed by teachers, and embedded into each unit. Vocabulary focus is on Tier 2 words – wide ranging words of high utility for literate language users. These are words that are more characteristic of written language and not so common in oral language/conversation (Hayes & Ahrens 1988). Further, students review advanced ““word attack”” strategies that include using context clues and reviewing appropriate Greek or Latin affixes and roots to determine the meaning of a word. Vocabulary study also includes Tier 3 words – domain specific words that are germane to the study of literature. Lists of these Tier 3 words are developed before each unit.

### Teacher Resources

*Image Grammar*, 2<sup>nd</sup> Edition by H. Noden

*Words, Words, Words Teaching Vocabulary 4-12* by J. Allen

*Bringing Words to Life: Robust Vocabulary Instruction* by I. Beck, M. McKeown, and L. Kucan

*News Writing and Reporting for Today's Media* by B. Itule & D. Anderson

Journalism: Year-at-a-Glance				
Unit Title	Reading Focus	Writing Focus	Grammar/Usage/ Mechanics Focus	Summative Assessments
Defining Journalism	<ul style="list-style-type: none"> <li>• Identification of central ideas</li> <li>• Read textbook and current news articles to introduce basic journalism concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Exploratory response journal entries, writing from supplemental and textbook sources</li> <li>• Read and discuss current news stories, considering role of journalism in society</li> <li>• Select and examine news stories for response in reading journals</li> </ul>	<ul style="list-style-type: none"> <li>• Review of major 11<sup>h</sup> grade concepts: comma splice; consistent voice; punctuate restrictive and non-restrictive clauses</li> <li>• Introduction of <i>journalistic voice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read and respond to scenario, defending journalist's actions using evidence from class discussions</li> <li>• Written responses to important news stories that have impacted society and defined the role of journalism in our society</li> </ul>
Hard and Soft News, the Elements of News, and Newsworthiness	<ul style="list-style-type: none"> <li>• Reading like a writer: identifying aspects of newsworthiness</li> <li>• Close-reading: Differentiating between hard and soft news</li> </ul>	<ul style="list-style-type: none"> <li>• Annotating</li> <li>• Critiquing hard and soft news articles</li> </ul>	<ul style="list-style-type: none"> <li>• Copy-edit; revise content, using editing symbols</li> <li>• Demonstrate an understanding of active and passive voice and when to use them</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Homework and quizzes, in which students use news elements to create new angles of news stories</li> <li>• Identification and analysis of hard and soft news stories</li> </ul>

<p>AP Style, Writing Leads, Organization of a News Article</p>	<ul style="list-style-type: none"> <li>• Reading like a writer: using mentor texts as a guide for style</li> <li>• Reading like a writer: identifying aspects of “newsworthiness”</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use active voice in lead writing</li> <li>• Appropriately use attribution</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of AP Style</li> <li>• Eliminate wordiness and redundancy in journalistic writing</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• News article outline, applying knowledge of leads, news elements and newsworthiness</li> <li>• Formal assessment(s) in which students identify and define different types of leads; identify the elements of newsworthy stories; justify the use of an inverted pyramid</li> <li>• Formal assessment on general AP Style guidelines</li> </ul>
<p>Writing Hard News Stories</p>	<ul style="list-style-type: none"> <li>• Read professional examples of hard news stories</li> <li>• Read Q &amp; A Style Interviews</li> <li>• Watch/Listen to professional interviews to analyze the process</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a publishable hard news story on a local current event</li> <li>• Produce a Q &amp; A Style article</li> <li>• Fluently incorporate information gathered from interviews and research into an article</li> <li>• Introduction and incorporation of direct, indirect and partial</li> </ul>	<ul style="list-style-type: none"> <li>• Use dash and ellipses.</li> <li>• Punctuate quotations within quotations, using single quotation marks</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Hard News Story</li> <li>• Q &amp; A Style Article</li> <li>• Assessment of questions/notes</li> </ul>

		quotes		
Conducting and Incorporating Interviews	<ul style="list-style-type: none"> <li>Identify appropriate and quality sources to interview</li> <li>Synthesize the information gained from an interview and incorporate it as they write a news story</li> <li>Evaluate the validity of information sources.</li> <li>Discern relevant information from sources</li> </ul>	<ul style="list-style-type: none"> <li>Correctly attribute and incorporate quotations gained from sources.</li> <li>Rephrase information while still maintaining accurate facts</li> <li>Use transitions effectively (words and phrases).</li> <li>Identify topics that are appropriate for a feature article</li> <li>Informational Writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate an understanding of word choice: vague words, precision/connotation, and objective/subjective word choices.</li> <li>Accurately record and transcribe information from a source</li> <li>Correctly cite sources in a news article</li> <li>Revise for redundancy</li> <li>Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>News article, incorporating information from interview</li> <li>Formal written assessment in which students respond to questions about the interview process</li> </ul>
Writing Feature Stories	<ul style="list-style-type: none"> <li>Outline essential elements for a feature article</li> <li>Differentiate hard news from soft news</li> <li>Deconstruct a professional sample of a feature article</li> </ul>	<ul style="list-style-type: none"> <li>Use transitions effectively (words and phrases).</li> <li>Identify topics that are appropriate for a feature article.</li> <li>Informational Writing</li> </ul>	<ul style="list-style-type: none"> <li>Use dash and ellipsis</li> <li>Punctuate quotations within quotations, using single quotation marks</li> <li>Use adverbial connectives for emphasis and transition, punctuating them correctly with semi-colon and comma</li> <li>Revise for redundancy</li> </ul>	<ul style="list-style-type: none"> <li>Profile stories, trend stories, in-depth investigative pieces</li> </ul>

			<p>and wordiness</p> <ul style="list-style-type: none"> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	
Writing Editorials	<ul style="list-style-type: none"> <li>• Read multiple editorials to differentiate basic hard news stories</li> <li>• Analyze the role of satire in an opinion section of a newspaper (irony, editorial cartoon)</li> </ul>	<ul style="list-style-type: none"> <li>• Write editorials</li> <li>• Demonstrate the importance of incorporating facts and opposing viewpoints</li> <li>• Employ techniques of persuasion, including writing style and tone</li> <li>• Find a topic of significance about which they will write an editorial</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use punctuation to enhance the meaning of a news article (commas, semi-colons, colons, dashes, hyphens)</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Formal student editorials</li> </ul>
Ethics and Law	<ul style="list-style-type: none"> <li>• Analyze the legal and ethical issues and concerns through class readings (published articles, published briefs, and other sources)</li> </ul>	<ul style="list-style-type: none"> <li>• Write persuasively regarding multiple legal and ethical issues in journalism</li> <li>• Reflection on legal and ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• AP STYLE</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to examples of ethically questionable scenarios</li> <li>• Assessment on the core understanding of law and ethics, as they pertain to the role of a journalist</li> </ul>
Photojournalism	<ul style="list-style-type: none"> <li>• Analyze and critique the moral and ethical questions raised by photojournalism</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on style, composition, and structure of published photojournalism</li> </ul>	<ul style="list-style-type: none"> <li>• AP STYLE</li> <li>• Individual review of composition and grammar concepts and</li> </ul>	<ul style="list-style-type: none"> <li>• Online photo essays and photo stories, multimedia photo packages</li> </ul>



		<ul style="list-style-type: none"> <li>• Document student growth throughout the unit by creating a photography portfolio</li> <li>• Share photo portfolio with classroom community or through an online presentation</li> </ul>	expectations	
Journalism Multimedia and Technology	<ul style="list-style-type: none"> <li>• Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings</li> <li>• Develop awareness of emerging technologies in journalism</li> <li>• Understanding the impact of technology on today's multimedia reader</li> </ul>	<ul style="list-style-type: none"> <li>• Report and write for today's new media technologies</li> <li>• Demonstrate their reflection on their personal experiences as they near graduation</li> <li>• Document their growth throughout the semester by creating a final journalism project</li> <li>• Share portfolio with classroom community or online</li> </ul>	<ul style="list-style-type: none"> <li>• AP STYLE</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Class website, blogs, InDesign layout projects, Final Newspaper project.</li> </ul>

## Defining Journalism

### Overview

By the end of this unit, students will be able to:

- Define Journalism
- Understand the role of journalism in society
- Define the principles of journalism

#### Reading Focus

- Read the daily newspaper for understanding of current events.
- Discuss articles and case studies considering the role of the journalist and the implicit trust between audience and journalist.

#### Writing Focus

- Respond to articles and case studies
- Analyze case study and defend journalist's actions

#### Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus

- Review of major 11<sup>h</sup> grade concepts: comma splice; consistent voice; punctuate restrictive and non-restrictive clauses
- Introduction of *journalistic voice*
- Unit-specific vocabulary
- Individual review of composition and grammar concepts and expectations

## Connecticut Core Standards Emphasized in the Unit

### READING

#### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING****Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE****Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find

the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Hard and Soft News, the Elements of News, and Newsworthiness

### Overview

By the end of this unit, students will be able to:

- Differentiate between hard news and soft news
- Identify the elements of news
- Understand news angles
- Analyze the newsworthiness of a topic

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus
<ul style="list-style-type: none"> <li>• Reading like a writer: identifying aspects of newsworthiness</li> <li>• Close-reading: Differentiating between hard and soft news</li> </ul>	<ul style="list-style-type: none"> <li>• Annotating</li> <li>• Critiquing hard and soft news articles</li> </ul>	<ul style="list-style-type: none"> <li>• Copy edit; revise content, using editing symbols</li> <li>• Demonstrate an understanding of active and passive voice and when to use them</li> <li>• Unit-specific vocabulary</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and



audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*,

*conception, conceivable).*

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## AP Style, Writing Leads, Organization of a News Article

### Overview

By the end of this unit, students will be able to:

- Implement AP Style in their writing
- Write an effective lead for a hard news story
- Identify and correct weak leads
- Effectively organize a hard news article

#### Reading Focus

- Close reading of professional samples of hard news stories
- Identify the use of AP Style in texts

#### Writing Focus

- Craft effective leads based on purpose and audience
- Effectively organize material
- Effectively use active voice in lead writing
- Appropriately use attribution

#### Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus

- Associated Press Style
- Active/Passive Voice
- Improving clarity
- Unit-specific vocabulary
- Individual review of composition and grammar concepts and expectations

## Connecticut Core Standards Emphasized in the Unit

### READING

#### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.



## Writing Hard News Stories

### Overview

By the end of this unit, students will:

- Produce a hard news story
- Conduct interviews to gather information
- Effectively organize information into a story
- Write a strong lead that hooks the reader
- Compose effective questions for sources
- Do research on a topic to generate questions

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus
<ul style="list-style-type: none"> <li>• Read professional examples of hard news stories</li> <li>• Read Q &amp; A Style Interviews</li> <li>• Watch/Listen to professional interviews to analyze the process</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a publishable hard news story on a local current event</li> <li>• Produce a Q &amp; A Style article</li> <li>• Fluently incorporate information gathered from interviews and research into an article</li> <li>• Introduction and incorporation of direct, indirect and partial quotes</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on syntax and clarity to enhance understanding</li> <li>• Organization of material</li> <li>• Fluent transitions</li> <li>• Proper use of quotation marks</li> <li>• Unit-specific vocabulary</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING****Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Conducting and Incorporating Interviews

### Overview

By the end of this unit, students will be able to respond to the following questions:

- How do journalists seek out sources for interviews?
- How do journalists properly conduct interviews?
- How do journalists use interviews to gain useful information?
- How do journalists synthesize and incorporate the information gained from interviews into an article?

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus
<ul style="list-style-type: none"> <li>• Identify appropriate and quality sources to interview</li> <li>• Synthesize the information gained from an interview and incorporate it as they write a news story</li> <li>• Evaluate the validity of information sources.</li> <li>• Discern relevant information from sources</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly attribute and incorporate quotations gained from sources.</li> <li>• Rephrase information while still maintaining accurate facts.</li> <li>• Use transitions effectively (words and phrases).</li> <li>• Identify topics that are appropriate for a feature article.</li> <li>• Informational Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of word choice: vague words, precision/connotation, objective/subjective word choices.</li> <li>• Accurately record and transcribe information from a source.</li> <li>• Correctly cite sources in a news article.</li> <li>• Revise for redundancy and wordiness.</li> <li>• Unit-specific vocabulary</li> <li>• Individual review of composition and grammar concepts and expectations</li> </ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

#### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.



**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and*

*content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Writing Feature Stories

### Overview

By the end of this unit, students will be able to respond to the following questions:

- What is a feature story?
- How is soft news different from hard news?
- What is the importance of a feature story?

#### Reading Focus

- Outline essential elements for a feature article
- Differentiate hard news from soft news
- Deconstruct a professional sample of a feature article

#### Writing Focus

- Use transitions effectively (words and phrases).
- Identify topics that are appropriate for a feature article.
- Informational Writing

#### Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus

- Use dash and ellipsis.
- Punctuate quotations within quotations, using single quotation marks
- Use adverbial connectives for emphasis and transition, punctuating them correctly with semi-colon and comma.
- Revise for redundancy and wordiness
- Unit-specific vocabulary
- Individual review of composition and grammar concepts and expectations

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING****Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue

to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Writing Editorials

### Overview

By the end of this unit, students will be able to:

- Distinguish between fact and opinion.
- Respond to the ideas of others and recognize the validity of differing views.
- Persuade listeners about understandings and judgments of works read, written and viewed.
- Understand how an editorial different from a basic hard news story.
- Articulate the importance of an editorial in the news community.
- Articulate the boundaries of editorial writing.

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus
<ul style="list-style-type: none"><li>• Read multiple editorials to differentiate basic hard news stories</li><li>• Analyze the role of satire in an opinion section of a newspaper (irony, editorial cartoon)</li></ul>	<ul style="list-style-type: none"><li>• Write editorials</li><li>• Demonstrate the importance of incorporating facts and opposing viewpoints</li><li>• Employ techniques of persuasion, including writing style and tone</li><li>• Find a topic of significance about which they will write an editorial</li></ul>	<ul style="list-style-type: none"><li>• Effectively use punctuation to enhance the meaning of a news article (commas, semi-colons, colons, dashes, hyphens)</li><li>• Revise for redundancy and wordiness</li><li>• Unit-specific vocabulary</li><li>• Individual review of composition and grammar concepts and expectations</li></ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING****Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE**

**Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

- L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
- L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Ethics and Law

### Overview

By the end of this unit, students will be able to:

- Define ethics as it relates to journalism
- Understand the law as it relates to journalism (libel, first amendment, malice)
- Understand responsibilities of journalistic writing, including the implications of stories and connotations of words

Reading Focus	Writing Focus	Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus
<ul style="list-style-type: none"><li>• Development of legal and ethical issues and concerns through class readings (published articles, published briefs, and other sources)</li></ul>	<ul style="list-style-type: none"><li>• Write persuasively regarding multiple legal and ethical issues in journalism</li><li>• Written reflection on legal and ethical issues</li></ul>	<ul style="list-style-type: none"><li>• Revise for redundancy and wordiness</li><li>• Unit-specific vocabulary</li><li>• Individual review of composition and grammar concepts and expectations</li></ul>

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

##### Craft and Structure:

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

## **WRITING**

### **Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to

ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **LANGUAGE**

### **Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

### **Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### **Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or



in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Photojournalism

### Overview

By the end of this unit, students will be able to:

- Tell stories through individual and series of photographs
- Learn and use techniques and methods used by photojournalists
- Write accurate and effective photo captions

#### Reading Focus

- Students read about photojournalism controversies - moral and ethical questions raised in photojournalism
- Contributions of photojournalists historically
- Read about storytelling through photography

#### Writing Focus

- Reflect on style, composition, and structure of published photojournalism
- Document student growth throughout the unit by creating a photography portfolio
- Share photo portfolio with classroom community or through an online presentation

#### Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus

- Unit-specific vocabulary
- Individual review of composition and grammar concepts and expectations

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge:**

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

**W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SPEAKING & LISTENING**

**Comprehension and Collaboration:**

**SL.11-12.1** 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.

**SL.11-12.1.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.

**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

**SL.11-12.1.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.

**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

**SL.11-12.4** 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.

**SL.11-12.5** 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.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**LANGUAGE****Conventions of Standard English:**

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.1.a** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11-12.1.b** Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**L.11-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.2.a** Observe hyphenation conventions.

**L.11-12.2.b** Spell correctly.

**Knowledge of Language:**

**L.11-12.3** 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.

**L.11-12.3.a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Vocabulary Acquisition and Use:**

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

**L.11-12.4.a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.11-12.4.b** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

**L.11-12.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**L.11-12.4.d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.5.a** Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.

**L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

## Journalism Multimedia and Technology

### Overview

By the end of this unit, students will be able to respond to the following questions:

- What new technologies are shaping journalism in today's world?
- What other ways are stories being told in today's media-rich world?
- What is the significance of the convergence of traditional print and emerging technologies?
- How does the diverse media landscape shape today's journalism and will it have a positive or negative impact?

#### Reading Focus

- Continue to demonstrate acquisition of advanced terminology through written and oral discourse about class readings.
- Develop awareness of emerging technologies in journalism
- Understanding the impact of technology on today's multimedia reader

#### Writing Focus

- Report and write for today's new media technologies
- Demonstrate their reflection on their personal experiences as they near graduation
- Document their growth throughout the semester by creating a final journalism project
- Share portfolio with classroom community or online

#### Grammar, Usage, Mechanics, and Vocabulary Focus, and Vocabulary Focus

- Unit-specific vocabulary
- Individual review of composition and grammar concepts and expectations

### Connecticut Core Standards Emphasized in the Unit

#### READING

##### Key Ideas and Details:

**RI.11-12.1** 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.

**RI.11-12.2** 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.

**RI.11-12.3** 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.

**Craft and Structure:**

**RI.11-12.4** 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).

**RI.11-12.5** 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.

**RI.11-12.6** 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.

**WRITING**

**Text Types and Purposes:**

**W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.11-12.2.a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.11-12.2.b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.11-12.2.c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.11-12.2.d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W.11-12.2.e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**W.11-12.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



**Production and Distribution of Writing:**

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8** 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.

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**SL.11-12.1.b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**SL.11-12.1.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.

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**SL.11-12.2** 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.

**SL.11-12.3** 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.

**Presentation of Knowledge and Ideas:**

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- L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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- L.11-12.5.b** Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6** Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.