

International Society for Technology in Education Standards				Grade Level Technology Targets
<ol style="list-style-type: none"> Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Research and information fluency: Students apply digital tools to gather, evaluate, and use information. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations. 				<ul style="list-style-type: none"> • • • •
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: Oral Expression and Listening				
<p>Evidence Outcomes</p> <p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness.</p> <p>a. 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. (CCSS: SL.11-12.4)</p> <p>c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)</p>	<p>Evidence Outcomes</p> <p>2. Effective collaborative groups accomplish goals</p> <p>a. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (CCSS: SL.11-12.1b)</p> <p>b. 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. (CCSS: SL.11-12.1c)</p>	<p>Evidence Outcomes</p> <p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</p> <p>b. 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. (CCSS: SL.11-12.5)</p>	<p>Evidence Outcomes</p> <p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</p> <p>d. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience</p> <p>e. Choose specific words and word order for intended effect and meaning</p> <p>g. Select appropriate technical or specialized language</p>	<p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness.</p> <p>2. Effective collaborative groups accomplish goals.</p> <p>c. Implement an effective group effort that achieves a goal</p> <p>d. Participate in the preparations of the group activity or product, defining and assuming individual roles and responsibilities</p> <p>e. Assume a leadership role in a group that is collaboratively working to accomplish a goal</p> <p>f. Self-evaluate roles in the preparation and completion of the group goal</p> <p>g. Critique and offer suggestions for improving presentations given by own group and other groups</p>

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Standard 2: Reading For All Purposes				
<p>Evidence Outcomes</p> <ol style="list-style-type: none"> 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies <p>e. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)</p> <ol style="list-style-type: none"> 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills <p>b. Integrate and evaluate multiple</p>	<p>Evidence Outcomes</p> <ol style="list-style-type: none"> 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies <p>a. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)</p>	<p>Evidence Outcomes</p> <ol style="list-style-type: none"> 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills <p>a. 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. (CCSS: RI.11-12.6)</p>	<p>Evidence Outcomes</p> <ol style="list-style-type: none"> 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies <p>a. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)</p>	<ol style="list-style-type: none"> 1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies 2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills

<p>sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS: RI.11-12.7)</p> <p>c. Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts</p> <p>d. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details</p> <p>e. Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems</p> <p>f. Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)</p>	<p>1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies</p> <p>b. Describe and contrast characteristics of specific literary movements and perspectives</p> <p>c. Evaluate the influence of historical context on the form, style, and point of view of a written work</p> <p>d. Analyze and relate a literary work to source documents of its literary period or to critical perspectives</p> <p>f. Demonstrate knowledge of classical foundational works of world literature</p>		<p>2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills</p> <p>g. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)</p>	
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Standard 3: Writing and Composition				
<p>Evidence Outcomes</p> <p>1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose</p> <p>a. Use a range of elaboration techniques (such as questioning, comparing, connecting, interpreting, analyzing, or describing) to establish and express point of view and theme</p> <p>b. Create a clear and coherent, logically consistent structure appropriate to the chosen literary genre (biographical account, short story, personal narrative, narrative poem or song, parody of particular narrative style, play script)</p>	<p>Evidence Outcomes</p> <p>2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes</p> <p>a. Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments</p> <p>b. Select appropriate and relevant information (excluding extraneous details) to set context</p> <p>c. Address audience needs and anticipate audience questions or misunderstandings</p> <p>2. Ideas, evidence, structure,</p>	<p>Evidence Outcomes</p>	<p>Evidence Outcomes</p>	<p>1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose</p> <p>2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes</p> <p>3. Standard English conventions effectively communicate to targeted audiences and purposes</p>

<p>1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose</p> <p>c. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme</p> <p>d. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader</p> <p>e. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect</p> <p>3. Standard English conventions effectively communicate to targeted audiences and purposes</p> <p>a. Follow the conventions of standard English to write varied, strong, correct, complete sentences</p> <p>b. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose</p> <p>c. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose.</p>	<p>and style create persuasive, academic, and technical texts for particular audiences and specific purposes</p> <p>d. Select and build context for language appropriate to content (technical, formal)</p> <p>e. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure</p> <p>f. Support judgments with substantial evidence and purposeful elaboration</p> <p>g. Draw a conclusion by synthesizing information</p> <p>h. Revise writing using feedback to maximize effect on audience and to calibrate purpose</p>			
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Standard 4: Research and Reasoning				
Evidence Outcomes	<p>Evidence Outcomes</p> <p>2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment</p> <ol style="list-style-type: none"> Synthesize information to support a logical argument Distinguish between evidence and inferences Identify false premises or assumptions Analyze rhetorical devices used in own and others' appeals Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation 	<p>Evidence Outcomes</p> <p>1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes</p> <ol style="list-style-type: none"> Define and narrow a topic for self-designed research for a variety of purposes and audiences Critique research questions of self and others for bias and underlying assumptions Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose 	Evidence Outcomes	<ol style="list-style-type: none"> Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment

		<p>1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes</p> <p>d. Design and defend a set of diverse research strategies (e.g. cross-referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement</p> <p>e. Critique and defend evidence relative to its use to address a particular context and purpose</p> <p>f. Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources</p>		
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Instructional Calendar

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