

NHHS English 12

Essential Learning Standards

Formal Standard (State/ACT standard language)	Learning Targets What students have to know and be able to do (Unwrapped standards)
10) 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.11-12.1]	Students know: techniques for analyzing the meaning of a text explicit details are used to support a textual analysis inferences are used to support a textual analysis the strength of an analysis depends upon relevance and thoroughness of supporting evidence texts can be ambiguous
13) 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 The Federalist No. 10). [RI.11-12.4]	Students know: definition of: figurative, connotative, technical, meaning context must be considered when determining the meaning of a word or phrase words and phrases can be used in multiple ways including figuratively, connotatively, or technically an author's use of a key term is refined over the course of a text
16) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. [RI.11-12.7]	Students know: techniques for evaluating multiple sources of information a variety of media and formats techniques for integrating sources to address questions and problem solve
22) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.) [W.11-12.4]	Students know: qualities of clear and coherent writing purposes for a variety of types of writing potential audiences for a variety of types of writing techniques for developing ideas techniques for organizing writing techniques for creating consistent, appropriate style
24) 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. [W.11-12.6]	Students know: technology can be used to produce, publish, and update individual or shared writing the Internet can be used to produce, publish, and update individual or shared writing techniques for using feedback and/or new arguments or information to update writing

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<p>29) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. [SL.11-12.1]</p> <p>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.11-12.1a]</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. [SL.11-12.1b]</p> <p>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.11-12.1c]</p> <p>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.11-12.1d]</p>	<p>Students know:</p> <ul style="list-style-type: none"> types of collaborative groups topics and issues of grades 11-12 texts others' ideas can be adapted to fit their own techniques to clearly express their own ideas preparatory techniques for group discussions techniques to integrate research and evidence to stimulate discussion rules and techniques for promoting for civil and democratic decision making questions can be used to probe reasoning and evidence questions can be used to ensure a hearing for a full range of positions on a topic or issue techniques to propel conversations often involves challenging clarifying and verifying ideas techniques to synthesize comments, claims and evidence on all sides of issues deepening an investigation or completing a task often involves further research
<p>30) 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.11-12.2]</p>	<p>Students know:</p> <ul style="list-style-type: none"> techniques to integrate multiple sources of information seen or heard in diverse media formats techniques for making informed decisions through multiple information sources and media formats techniques for problem solving using multiple information sources and media formats techniques for evaluating credibility of sources from a variety of media formats techniques for evaluating accuracy of sources from a variety of media formats strategies for noting discrepancies among the data

