

Crook County School District

where students dream, learn, & succeed



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<u>Course</u> : English 11B		<u>Email</u> : chelsea.kurtz@crookcountyschools.org
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☒	Trimester #2	<u>Methods for Communicating with Families</u> : Email Phone
☒	Trimester #3	
<u>Course Description</u> : In this course, students will continue to refine and develop their skills in the four domains of literacy: reading, writing, speaking, and listening. Junior English focuses on American Literature. We will start by reading works written in the 17th and 18th centuries and work our way forward. In addition, this English curriculum will focus on the argumentative style of writing while also continuing to build skills in expository, analytical, and narrative forms of writing. Daily, the students will be practicing their writing through various exercises and note-taking. The goal during the junior year is to prepare students to be successful in taking the Smarter Balanced Assessment, which is to be taken in the spring.		
<u>Learning Standards/Targets</u> : Reading: Listen to, read, and understand a wide variety of fiction and nonfiction materials. Understand and draw upon various comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. And most importantly: Develop an interpretation that exhibits personal engagement, originality, careful reading, understanding, and insight. Writing: Use the writing process: prewriting, drafting, revising, editing, and publishing. Review, evaluate, and revise writing to improve the coherent development of the thesis, logic of organization, depth of information, and clarity. Apply conventions of grammar correctly. Apply conventions of punctuation and capitalization correctly. Apply conventions of spelling correctly. Use words precisely and with variety. Unit 1: Satire- In this unit, students expand their understanding of satire as a source of humor and social criticism. Students study and analyze the characteristics and varieties of satire as well as the intended and unintended effects of satire. Students are also asked to engage in “fieldwork” to collect additional examples for independent study and analysis. Students will be able to analyze multiple sources such as online articles, television shows, and written pieces for satirical elements. Unit 2: Documentary Unit-Students can learn about the purpose of documentaries and how to analyze and evaluate them. They can also learn about the ethics of social and environmental sustainability, and how a documentary's composer is influenced by their values, attitudes, and context. Students can learn to critically reflect on the messages they receive through media. They can also practice problem framing and solution		

evaluation using real-world cases presented in documentaries.

Unit 3: *The Great Gatsby* -Students will analyze the novel's themes of the American Dream, social class, illusion vs. reality, and the destructive nature of obsession, while closely examining character development, symbolism, and Fitzgerald's literary techniques within the context of the 1920s American society; students should be able to discuss the complex relationships between characters, interpret key symbols like the green light and the Valley of Ashes, and evaluate how Fitzgerald uses language to convey his critique of the wealthy elite.

Instructional Materials:

Core Texts:

Holt McDougal Junior Literature Anthology

McGraw Hill *Study Sync* 11th grade Anthology

Novels/Other Supplementary Curriculum (Articles, etc.):

The Adventures of Huckleberry Finn by Mark Twain

Before We Were Yours by Lisa Wingate

The Great Gatsby by F. Scott Fitzgerald

"A Modest Proposal" by Jonathan Swift

Films, Videos/Other Electronic Media:

The Adventures of Huckleberry Finn

*The Great Gatsby**

Blackfish

My Octopus Teacher

The Social Dilemma

Free Solo

The Rescue

YouTube media to help with literary and rhetorical analysis

Students will access various articles and information for argumentative and research writing from these recommended sites:

<https://www.kqed.org/>

<https://www.procon.org/>

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

Citizenship: Come prepared to learn and contribute to a positive classroom environment. Take responsibility for your own learning. Show respect for the learning environment, yourself, other students, and the teachers and staff members. Follow the rules and guidelines for behavior in the student handbook. Show up on time and with the supplies needed: paper, writing utensils, and a **charged** Chromebook.

Google Classroom- all students will be enrolled in a digital classroom. Google Classroom contains all resources for students to access 24/7 and will be where students turn in their assignments. Students will be using their Chromebooks **daily** in this class. It is **imperative** that you come to class prepared with a charged Chromebook and/or charging cord to plug in.

Passes for Bathroom and Drinking Fountain: Students will receive 5 (no more than 5 min.) hall passes per trimester-unless there are extenuating circumstances. Passes are not allowed to be used in the first or last ten minutes of class and only one student at a time can use a pass. Additionally, students who abuse the hall pass will first be warned and then may have their pass privileges revoked in this class for the remainder of the trimester.

Classroom Discipline Plan: First offense: verbal warning- possibly sent to the hallway to 'cool off.' Second offense: parent contact. Third offense or first severe infraction of the rules: office referral, parent conference, suspension, or removal from class.

Electronic Device Policy:

Students are required to keep their cell phones (headphones, tablets, smartwatches, etc.) put away (not visible) and turned off. Cell phones are **not** to be used in class for communications via texting, phone calls, or social media. If a student has their cell phone/electronic device out or turned on and it goes off, it will automatically result in being sent to the front office to turn in the phone/device for the

remainder of the day. This will be strictly enforced. Please refer to the Student Handbook for details about school-wide policies regarding this matter

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- See [CCSD Board Policy JFC](#) for more details.

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A, B, C, D, F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.

Grading Scale:

- A+: 100-98 A: 97-93 A-: 92-90
- B+: 89-88 B: 87-83 B-: 82-80
- C+: 79-78 C: 77-73 C-: 72-70
- D+: 69-68 D: 67-63 D-: 60-62
- F: 59-0

Course Grading Criteria/Weighting

- Assessment, Projects, Quizzes, Assessments of Learning Standards: 70%
- Daily Homework & Practice Assignments: 30%.

For this class, all assessments will be worth 70% of the grade (includes essays, 8-sentence paragraphs, text analysis questions, and final projects) and 30% of the grade will be based on in-class work (openers, quick writes, in-class activities, ect). If a student does not receive the grade they would like on an assessment, they are able to edit and rewrite to achieve the grade they are seeking until the end of the midterm or semester. Group work will be assigned individual grades based on individual performance and participation. If you have any questions about this, please feel free to contact me.

Grades may be comprised of scores in any of the following:

- Daily Opener
- Daily Assignment/Homework
- Lab Work
- Projects
- Presentations

- Quizzes
- Exams
- Class Participation
- Etc.

Cheating:

All students who are involved in academic dishonesty will receive a major referral. Students will receive a zero on the original assignment and have the option of completing a new assignment. Assignments may be checked for plagiarism, including use of AI, through various sources.

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.
- 2) **Homework/Daily Work:** Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).

Make Up Policy:

While it is ideal for students to turn all of their work in on time, this does not always happen. If a student begins to fall behind on assignments, lunch tutoring will be assigned in order for students to complete their assignments. No points will be taken from the assignment itself. I will take late work up until the midterm and end of each trimester. If a student is absent, it is the student's responsibility to acquire make-up assignments upon returning to class.

Students who are involved in school-related absences (sporting events, choir concerts, etc) **must get make-up work in advance**, as they are pre-arranged absences.

Additional Course Information:

Please feel free to communicate with me if you have any questions or concerns.

**For all courses that articulate with a college or university, it is required that the syllabi match the accrediting institution, rather than the CCSD syllabus model.*

Kurtz English 11B CCHS Syllabus 2024-25 AGREEMENT:

_____ I have read and agree with the above syllabus information.

Student NAME PRINTED: _____

*Class Period*_____

Student Signature:

_____ *Date*_____

Parent/Guardian NAME PRINTED:

Parent/Guardian Signature:

_____ *Date*_____

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter

providing additional specificity.

Key Ideas and Details

11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

11-12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

11-12.RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

11-12.RL.7 Analyze multiple interpretations of a story, drama, or poem

(e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

11-12.RL.8 (Not applicable to literature)

11-12.RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

11-12.RL.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

Reading Standards: Informational Text

Key Ideas and Details

11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11-12.RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

- 11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).*
- 11-12.RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.*
- 11-12.RI.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.*

Integration of Knowledge and Ideas

- 11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.*
- 11-12.RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).*
- 11-12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.*

Range of Reading and Level of Text Complexity

- 11-12.RI.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the*

range.

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.

Writing Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.*
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*
- e. Provide a concluding statement or section that follows from and supports the argument presented.*

11-12.W.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.

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

11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.*
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.*
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a*

particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

11-12.W.4 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 1–3 above.)

11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12.W.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

11-12.W.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.

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).*
- b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).*

Range of Writing

11-12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language Standards

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Conventions of Standard English

- 11-12.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.*

- 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.*

- 11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*
 - a. Observe hyphenation conventions.*
 - b. Spell correctly.*

Knowledge of Language

- 11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.*
 - 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

- 11-12.L.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.*
 - 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.*
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).*
 - 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.*
 - 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).*

11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.*
- b. Analyze nuances in the meaning of words with similar denotations.*

11-12.L.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.

Speaking and Listening Standards

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration

- 11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*
- 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.*
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.*
 - 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.

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.

11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

11-12.SL.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.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)