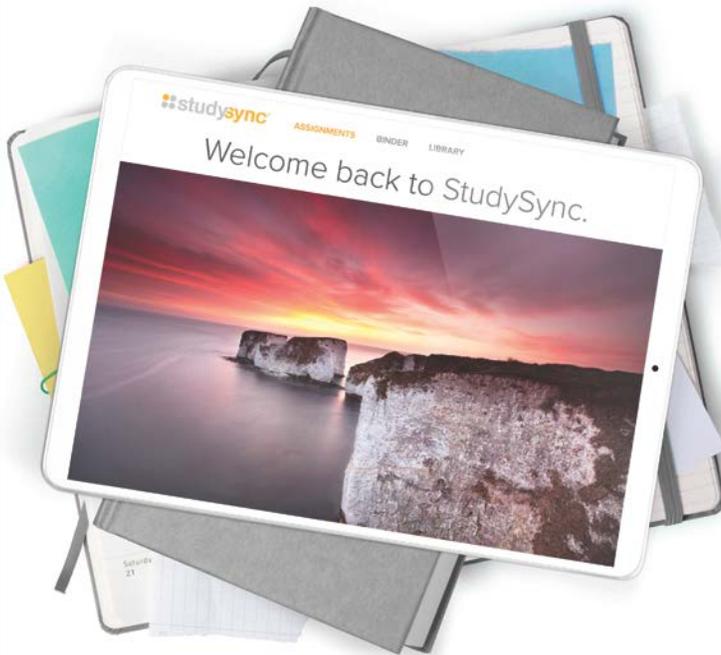




GRADE 12 | VOLUME 1

Teacher's Edition



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**Language Arts Standards
Grade 11-12**

STANDARDS

PAGE REFERENCES

Reading

R2 Read and comprehend independently, A) both selfselected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.

11.1.2.1 Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.

Student Edition:

Volume 1: Unit 1: 31-32 **Unit 3:** 35

Volume 2: Unit 5: 21-22

Teacher Edition:

Volume 1: 29, 59, 129, 171, 242-243, 443, 511, 606-607, 745, 755, 769, 803, 813, 825, 908-909

Volume 2: 49, 151, 222-223, 363, 385, 519, 552-553, 894-895

11.1.2.2 Select, read, and comprehend texts that address academic tasks, proficiently at grade 11-12 text complexity.

Student Edition:

Volume 1: Unit 1: 84-86, 88-94, 97-101 **Unit 2:** 98-102, 104-114 **Unit 3:** 28-29, 52-53, 73-75

Volume 2: Unit 4: 7, 25-29, 78-79, 81-86 **Unit 5:** 9, 74-75, 96-101 **Unit 6:** 7-8, 36-51, 66-76

Teacher Edition:

Volume 1: 170-179, 180-193, 194-217, 488-509, 510-521, 522-551, 754-771, 802-811, 846-854

Volume 2: 32-47, 76-97, 186-195, 352-361, 476-485, 528-551, 668-687, 718-749, 770-797

11.1.2.3 Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, nondominant, and marginalized social groups.

Student Edition:

Volume 1: Unit 1: 84-86, 88-94, 97-101 **Unit 2:** 98-102, 104-114 **Unit 3:** 28-29, 52-53, 73-75

Volume 2: Unit 4: 7, 25-29, 78-79, 81-86 **Unit 5:** 9, 74-75, 96-101 **Unit 6:** 7-8, 36-51, 66-76

Teacher Edition:

Volume 1: 170-179, 180-193, 194-217, 488-509, 510-521, 522-551, 754-771, 802-811, 846-854

Volume 2: 32-47, 76-97, 186-195, 352-361, 476-485, 528-551, 668-687, 718-749, 770-797

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R3 Read independently, both self-selected and teacherdirected complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.

11.1.3.1 Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues, or histories

The following references include a variety of multicultural and Native American texts.

Student Edition:

Volume 1: Unit 1: 58-60, 84-86, 88-94, 97-101 **Unit 2:** 98-102, 104-114 **Unit 3:** 28-29, 52-53, 73-75, 77-80

Volume 2: Unit 4: 7, 25-29, 78-79, 81-86 **Unit 5:** 9, 74-75, 96-101 **Unit 6:** 7-8, 36-51, 66-76

Teacher Edition:

Volume 1: 170-179, 180-193, 194-217, 242-243, 488-509, 510-521, 522-551, 754-771, 802-811, 846-854, 908-909

Volume 2: 32-47, 76-97, 186-195, 352-361, 476-485, 528-551, 668-687, 718-749, 770-797

R4 Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.

11.1.4.1 Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matters uncertain; objectively summarize the text.

Student Edition:

Volume 1: Unit 1: 39, 42-43, 47 **Unit 2:** 44, 71, 115, 122, 129 **Unit 3:** 16, 30, 35, 142, 146-147, 148

Volume 2: Unit 4: 8, 11, 23, 73 **Unit 5:** 25, 38, 43, 55, 75 **Unit 6:** 52, 54, 57, 66, 72, 78-79

Teacher Edition:

Volume 1: 108, 114, 400-401, 468, 573, 769, 770-771

Volume 2: 44, 74-75, 156, 157, 423, 715, 727, 747, 795-797

11.1.4.2 Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.

Student Edition:

Volume 1: Unit 3: 33-34, 35

Volume 2: Unit 4: 23, 151 **Unit 5:** 22, 43, 60, 111-112

Teacher Edition:

Volume 1: 455, 769, 770-771

Volume 2: 73, 423, 472, 719

11.1.4.2 Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed)

Student Edition:

Volume 1: Unit 1: 35, 40-41, 47 **Unit 2:** 116-117, 122, 124, 125, 133-134, 137

Volume 2: Unit 4: 62 **Unit 5:** 19-20, 25, 56-57, 60 **Unit 6:** 10-11, 15, 40, 48, 50, 55-56, 68, 80-81, 82

Teacher Edition:

Volume 1: 106, 114, 115-117, 548, 568, 744

Volume 2: 148-149, 389, 444, 449, 678

STANDARDS	PAGE REFERENCES
<p>11.1.4.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, concepts, or events interact and develop, in informational text.</p>	<p>Student Edition: Volume 1: Unit 1: 11-12, 29-30, 68-69, 70-72, 73, 109 Unit 2: 88-90, 94-95, 96, 102 Unit 3: 39, 50, 71, 96 Volume 2: Unit 5: 83-84, 87, 109 Unit 6: 107, 113-114, 117, 135 Teacher Edition: Volume 1: 45, 504, 507, 508-509, 780-781, 809-811 Volume 2: 497, 499, 504, 505-507, 852</p>
<p>R5 Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.</p>	
<p>11.1.5.1 Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.</p>	<p>Student Edition: Volume 1: Unit 1: 35, 40-41, 47 Unit 2: 104, 106, 116-117, 122, 133-134 Unit 3: 26 Volume 2: Unit 4: 19-20, 23 Unit 5: 12, 19-20, 56-57 Unit 6: 10-11, 15, 57 Teacher Edition: Volume 1: 106, 114, 541, 549-551 Volume 2: 73, 147, 684, 693, 748-749</p>
<p>11.1.5.2 Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments.</p>	<p>Student Edition: Volume 1: Unit 1: 27-28, 33, 60, 68-69, 73 Unit 2: 94-95, 96 Unit 3: 67-68, 69-70, 71, 80, 89-90 Volume 2: Unit 5: 81-82, 83-84, 87 Unit 6: 113-114 Teacher Edition: Volume 1: 78, 84, 135, 151, 157, 507, 519, 603-605, 808, 864 Volume 2: 504, 505-507, 852</p>
<p>11.1.5.3 Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts.</p>	<p>Student Edition: Volume 1: Unit 2: 45-47, 50, 120-121, 122 Unit 3: 19-20, 23, 83, 86, 91-92, 96 Volume 2: Unit 4: 9-10, 11 Unit 5: 58-59, 60 Unit 6: 106, 115-116, 117 Teacher Edition: Volume 1: 398, 415, 545, 736, 741, 877, 884, 889 Volume 2: 45-47, 449, 854, 858-859</p>

STANDARDS

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R6 Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.

11.1.6.1 Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.

Student Edition:

Volume 1: Unit 1: 62, 66-67, 68-69, 73, 105-106, 109
Unit 2: 72-74, 77, 102, 147 **Unit 3:** 13, 17-18, 23, 71
Volume 2: Unit 4: 82, 91-93, 96 **Unit 6:** 97, 98, 99, 100, 103-104, 107, 109

Teacher Edition:

Volume 1: 145, 149, 151, 157, 471, 590-591, 734, 865-867
Volume 2: 213, 219, 220-221, 542, 549

11.1.6.2 Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.

Student Edition:

Volume 1: Unit 1: 86, 109 **Unit 2:** 50 **Unit 3:** 23, 31-32, 39, 71, 75

Teacher Edition:

Volume 1: 176, 177, 214, 421, 742-743, 749, 761, 773, 778, 779, 783, 803, 807, 825, 843, 853, 863
Volume 2: 704, 765

11.1.6.3 Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.

Student Edition:

Volume 1: Unit 1: 63, 68-69, 70-72, 73, 98, 103-104, 109
Unit 3: 39, 41, 48-49, 50, 53, 63, 67-68, 71, 80

Volume 2: Unit 5: 81-82, 83-84, 87 **Unit 6:** 61

Teacher Edition:

Volume 1: 151, 153, 157, 214, 795, 838
Volume 2: 504, 757

R7 Evaluate arguments and specific claims from complex informational texts

11.1.7.1 Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.

Student Edition:

Volume 1: Unit 1: 31-32, 33, 68-69, 70-72, 73, 103-104, 105-106, 109, 114 **Unit 2:** 96, 102 **Unit 3:** 48-49, 50, 53, 67-68, 71, 80, 96

Volume 2: Unit 5: 64, 87 **Unit 6:** 61, 117, 135

Teacher Edition:

Volume 1: 88, 151, 153, 157, 158-159, 207, 209, 214, 215-217, 227-229, 507, 795, 809-811, 838, 843, 865-867, 889

Volume 2: 459, 504, 758-759, 857

STANDARDS

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R8 Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.

11.1.8.1 Analyze the cumulative impact of specific word choices on meaning, mood, and tone of literary text. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

Student Edition:

Volume 1: Unit 1: 35, 45-46, 47 **Unit 2:** 75-76, 118-119, 122 **Unit 3:** 17, 23

Volume 2: Unit 4: 27, 33-35, 36, 72, 74-75, 76 **Unit 5:** 17-18, 23

Teacher Edition:

Volume 1: 102, 111, 474, 543

Volume 2: 84, 91, 95, 96-97, 179, 374

11.1.8.2 Evaluate the impact of academic, technical, and domain-specific vocabulary, including words and phrases, on content, style, and meaning of informational text.

Student Edition:

Volume 1: Unit 1: 63, 68-69, 73, 99, 105-106, 107-108, 109 **Unit 2:** 86, 91-93, 96 **Unit 3:** 69-70, 94-95, 96

Volume 2: Unit 4: 94-95 **Unit 5:** 99, 105-106, 107-108, 109 **Unit 6:** 61, 123, 125, 129-130

Teacher Edition:

Volume 1: 151, 157, 211, 501, 840, 886

Volume 2: 544, 546, 549, 757, 883

R9 Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing validity and credibility of information.

11.1.9.1 Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.

Student Edition:

Volume 1: Unit 1: 33, 137-138 **Unit 3:** 58, 119-121

Volume 2: Unit 4: 108-110, 111-113, 114-115, 122-123, 128-129

Teacher Edition:

Volume 1: 81, 92-93, 148, 176, 269, 437, 495, 601, 731, 761, 807, 821-823, 934

Volume 2: 248, 251, 254, 262, 268

11.1.9.2 Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.

Student Edition:

Volume 1: Unit 1: 137-138 **Unit 3:** 119-121

Volume 2: Unit 4: 108-110, 111-113, 114-115, 122-123, 124-125, 126-127, 133-134 **Unit 5:** 117-118, 139-140 **Unit 6:** 98-104, 151-153, 164-166

Teacher Edition:

Volume 1: 269, 934

Volume 2: 248, 251, 254, 260, 262, 264, 266, 572, 834, 836-837, 924, 926, 937

STANDARDS

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W1 Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing

11.2.1.1 Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.

Student Edition:

Volume 1: Unit 1: 126-127, 139-143, 153-155, 156-157, 158-159 **Unit 2:** 156-161, 180-181 **Unit 3:** 107-112, 122-125, 133-134, 135-136, 137-138

Volume 2: Unit 4: 98-107, 116-121, 126-127, 130-132, 133-134, 135-136 **Unit 6:** 137-147, 154-156, 160-163, 164-167, 177-179, 180-181

Teacher Edition:

Volume 1: 288

Volume 2: 264, 266, 273, 927, 937, 953, 957

11.2.1.2 Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.

Student Edition:

Volume 1: Unit 1: 139-143, 146-147, 148-150, 153-155, 156-157, 158-159 **Unit 2:** 164-168, 171-172, 175-176, 179-180, 181-182 **Unit 3:** 122-125, 133-134, 135-136, 137-138

Volume 2: Unit 4: 116-121, 130-132, 133-134, 135-136 **Unit 5:** 123-128, 136-138, 139-140, 141-142 **Unit 6:** 154-156, 160-163, 177-179, 180-181

Teacher Edition:

Volume 1: 288, 290-295, 644-650, 950, 952-957

Volume 2: 273, 275-278, 594, 596-599, 927, 953-956

W2 Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.

11.2.2.1 Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.

Student Edition:

Volume 1: Unit 1: 28, 47, 73, 86, 126-159 **Unit 2:** 37, 63, 77, 156-182 **Unit 3:** 23, 26, 35, 107-138

Volume 2: Unit 4: 21, 62, 98-136 **Unit 5:** 23, 25, 43, 111-142

Teacher Edition:

Volume 1: 158-159, 256-297, 353, 439-441, 618-652, 742-743, 908-911

Volume 2: 45-47, 118-119, 136, 339, 359-361, 424-425, 516-517, 858-859, 866-867

11.2.2.2 Write to reflect how personal perspective, identity, and voice have developed and changed over time, in relation to the global community

Student Edition:

Volume 1: Unit 1: 86 **Unit 2:** 77 **Unit 3:** 71, 75, 105

Volume 2: Unit 4: 14 **Unit 5:** 94 **Unit 6:** 104, 119

Teacher Edition:

Volume 1: 178-179, 190, 192-193, 478-479, 588, 749, 807, 844-845, 854-855, 903, 905-907

Volume 2: 55-57, 65, 86, 136, 526-527, 836-837, 866-867

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PAGE REFERENCES

W3 Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing

11.2.3.1 Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise, and edit work considering the publishing plan.

Student Edition:

Volume 1: Unit 1: 159 **Unit 2:** 182 **Unit 3:** 58, 138

Volume 2: Unit 4: 108-110, 111-113, 114-115, 122-123, 126-127, 128-129, 133-134, 136 **Unit 6:** 137-147, 181

Teacher Edition:

Volume 1: 437, 495, 540, 601, 725, 731, 819, 852

Volume 2: 136, 143, 146, 207, 248, 254, 458, 515-517, 539

11.2.3.2 Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.

Student Edition:

Volume 1: Unit 1: 148-149, 155, 156-157, 158-159 **Unit 2:** 175-176, 180 **Unit 3:** 129-130, 134, 135-136

Volume 2: Unit 4: 72, 74-75, 132, 133-134 **Unit 5:** 138, 139-140 **Unit 6:** 123, 125, 129-130, 179, 180-181

Teacher Edition:

Volume 1: 290-291, 954, 956

Volume 2: 179, 273, 594, 877, 879, 953-954, 955-956

W4 Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.

11.2.4.1 Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.

Student Edition:

Volume 1: Unit 3: 107-112, 113-115, 116-118, 119-121, 123, 126-128

Volume 2: Unit 5: 117-118, 119-120, 121-122, 123-124, 129-130 **Unit 6:** 137-147, 148-150, 159-163

Teacher Edition:

Volume 1: 922, 923, 928, 931, 936, 941

Volume 2: 572, 574, 576, 584, 911

11.2.4.2 Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.

Student Edition:

Volume 1: Unit 3: 50, 71, 107-112, 122-125, 133-134

Volume 2: Unit 4: 66 **Unit 5:** 64, 111-116 **Unit 6:** 64

Teacher Edition:

Volume 1: 799-801, 844-845, 928, 931, 934

Volume 2: 158-159, 461-461, 496, 767-769

STANDARDS

PAGE REFERENCES

W5 Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.

11.2.5.1 Write to inform or explain, comparing, integrating, and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years. a. Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Student Edition:

Volume 1: Unit 1: 33, 126-131, 132-134, 135-136, 139-143, 144-145 **Unit 3:** 39

Volume 2: Unit 4: 98-107, 116-121, 128-129

Teacher Edition:

Volume 1: 264-266, 267, 272, 273, 275, 276, 437, 520-521, 780-781

Volume 2: 220-221, 257, 268, 424-425, 450-451, 515-517, 765

11.2.5.2 Write to respond to literary text, analyzing multiple literary with texts with common genre, author, or theme.

Student Edition:

Volume 1: Unit 1: 31-32, 33 **Unit 3:** 31-32, 35, 39

Volume 2: Unit 4: 23, 52 **Unit 5:** 43, 111-116, 123-128, 136-138, 141-142 **Unit 6:** 82

Teacher Edition:

Volume 1: 88, 764, 769, 770-771

Volume 2: 74-75, 136, 424-425, 795-797

W6 Write narratives, poetry, and other creative texts with details and effective technique to express ideas.

11.2.6.1 Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, by not limited to personal or autobiographical essays, building on skills learned in previous years.

Student Edition:

Volume 1: Unit 2: 156-161, 162-163, 164-168, 169-170

Volume 2: Unit 4: 14, 58 **Unit 6:** 96

Teacher Edition:

Volume 1: 190, 455, 457-459, 518, 588, 626-627, 633, 761, 903

Volume 2: 55-57, 136, 138-139, 156, 359-361, 474-475, 811-813, 822-823, 866-867

11.2.6.2 Apply structural elements characteristic of the personal essay or autobiographical essay.

Student Edition:

Volume 1: Unit 1: 132-134, 137-138, 146-147, 148-150, 153-155, 156-157 **Unit 2:** 66, 162-163, 171-172, 173-174, 175-176, 179-180

Volume 2: Unit 5: 10, 72 **Unit 6:** 96, 119

Teacher Edition:

Volume 1: 191, 264, 266, 269-270, 278, 280, 288, 290, 518, 588, 626, 635, 637, 639, 903

Volume 2: 136, 359-361, 474-475, 811-813, 822-823, 866-867

STANDARDS

PAGE REFERENCES

W7 Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

11.2.7.1 Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.

Student Edition:

Volume 1: Unit 1: 33 **Unit 3:** 58

Volume 2: Unit 4: 108-110, 114-115, 122-123

Teacher Edition:

Volume 1: 81, 92-93, 148, 176, 493, 495, 527, 601, 807, 815, 821-823

Volume 2: 248, 254, 262

11.2.7.2 Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.

Student Edition:

Volume 1: Unit 1: 135-136, 135-136, 137-138 **Unit 3:** 116-118, 119-121

Volume 2: Unit 4: 108-110, 114-115, 122-123 **Unit 6:** 137-147

Teacher Edition:

Volume 1: 81, 92-93, 148, 176, 267, 269, 495, 807, 821-823, 931-933, 934-936

Volume 2: 248-250, 254-255, 258, 262-263, 539, 765

W8 Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property

11.2.8.1 Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.

Student Edition:

Volume 1: Unit 1: 137-138 **Unit 3:** 119-121

Volume 2: Unit 4: 108-110, 111-113, 114-115, 118, 122-123, 126-127 **Unit 6:** 151-153, 164-167, 173

Teacher Edition:

Volume 1: 81, 92-93, 148, 176, 269-270, 495, 807, 821-823, 934-936

Volume 2: 251-253, 254-255, 260, 262, 266, 539, 765, 834, 924-926, 934, 935, 936, 937

STANDARDS

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Listening, Speaking, Viewing, and Exchanging Ideas

LSVEI 1 Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.

Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.

- a. Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science.
- b. Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas.
- c. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.
- d. Develop a shared vision and goal in seeking diverse perspectives from the wider world. (e.g., experts from the local community or students from other schools, towns, states, or countries).
- e. Employ conflict resolution strategies.

Student Edition:**Volume 1: Unit 2: 50****Volume 2: Unit 4: 79 Unit 5: 28 Unit 6: 154-156, 168-170, 174-176****Teacher Edition:****Volume 1: 48, 49, 52, 176, 177, 398, 414, 421, 588, 601, 749, 778, 792, 807, 808, 863, 879, 903****Volume 2: 136, 192, 207, 357, 371, 381, 398-399, 415, 496, 927, 941, 947**

11.3.1.2 Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.

Student Edition:**Volume 1: Unit 1: 5-6, 8-9 Unit 3: 96****Volume 2: Unit 4: 79 Unit 6: 117, 157-159, 168-170, 174-176****Teacher Edition:****Volume 1: 33, 37, 40, 49, 52, 53, 55, 61, 81, 148, 176, 206, 367, 414, 421, 601, 792, 807, 820, 863, 889-890****Volume 2: 192-193, 539, 765, 834, 835, 857-858, 947**

11.3.1.3 Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work.

Student Edition:**Volume 1: Unit 3: 96****Volume 2: Unit 4: 79 Unit 6: 117, 168-170, 171-173, 174-176****Teacher Edition:****Volume 1: 37, 176, 206, 601, 792, 807, 863, 889-890****Volume 2: 192-193, 835, 857-858, 947**

LSVEI 2 Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.

11.3.2.1 Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language, in a variety of forms including digital and face to face interactions, considering audience and context.

Student Edition:**Volume 2: Unit 6: 137-138, 154-156, 157-159, 168-170, 174-176, 180-181****Teacher Edition:****Volume 1: 48-49, 52-53****Volume 2: 192-193, 927, 929, 930, 941, 947, 953**

STANDARDS**PAGE REFERENCES**

LSVEI 3 Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

11.3.3.1 Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.

Student Edition:

Volume 1: Unit 1: 159 **Unit 2:** 182

Volume 2: Unit 4: 128-129 **Unit 6:** 148-150, 180

Teacher Edition:

Volume 1: 65, 134, 148, 190, 437, 446, 495, 819, 833, 852

Volume 2: 53, 86, 178, 191, 458, 513, 539, 921

11.3.3.2 Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.*

Student Edition:

Volume 1: Unit 1: 159 **Unit 2:** 182

Volume 2: Unit 4: 128-129 **Unit 6:** 148-150, 180

Teacher Edition:

Volume 1: 65, 134, 148, 190, 495, 819, 852

Volume 2: 53, 191, 921