

Utah CORE Language Art Curriculum Standards Map

Grade Levels: 11th & 12th

Speaking & Listening		September	October	November	December	January	February	March	April	May	Activities	Formative Assessment	Summative Assessment
		Timeline											
Anchor Standards	Standard												
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.	SWBAT participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.										Variety of class discussion types and sizes, including fishbowl, small group, pairs and whole class discussions	Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback
1a. 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.	SWBAT research and share relevant evidence to support a meaningful discussion.										Variety of class discussion types and sizes, including fishbowl, small group, pairs and whole class discussions	Reading quizzes and responses/Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback
1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SWBAT work with peers to create roles within the group to accomplish a goal and encourage civil, democratic (self-ruled) discussions and decision-making.										Develop class norms for discussion	Worksheet on class norms	Assessment of class discussion for consistency with norms
1c. 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.	SWBAT ask questions and make comments that respectfully challenge others' reasoning and evidence, and establish different perspectives, and actively include all others' positions in the discussion.										Pre-discussion activities and Journals	Homework/Peer response sheets/Self-evaluation/Student evaluation of group discussion	Assessment of class discussion for consistency with norms
1d. 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	SWBAT respond thoughtfully to different perspectives and resolve differences when necessary, and incorporate information from multiple viewpoints and determine what additional information may be needed.										Variety of class discussion types and sizes, including fishbowl, small group, pairs and whole class discussions	Reading quizzes and responses/Monitoring of discussions with peer and teacher feedback	Monitoring of discussions with peer and teacher feedback

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deepen the investigation or complete the task.														
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.	SWBAT evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems.										Research/Source evaluation modeling and practice	Prepare a multimedia presentation	Deliver a multimedia presentation	
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.	SWBAT evaluate a speaker’s point of view, reasoning, and use of evidence. SWBAT identify and assess a speaker’s use of rhetorical devices, (premises, linking ideas, word choice, emphasized points, and tone) to support his/her position.										View speech and use graphic organizer to analyze	Prepare written summary using graphic organizer	SAGE Listening Summative Test	
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.	SWBAT present clear and distinct perspectives, sharing information from research findings. SWBAT effectively address opposing perspectives and present organized and well-developed information to fit a variety of purposes, audiences, and tasks.										Write argumentative essay	Prepare outline materials from written essay	Deliver oral presentation of an argumentative essay	
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.	SWBAT use digital media to present information to make it understandable and engaging.										Research/Source evaluation modeling and practice	Prepare multimedia presentation	Deliver a multimedia presentation	
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 on page 54 for specific expectations.)	SWBAT adapt the way they speak to a variety of situations and purposes, using correct English when needed.										View and evaluate different types of speeches	Peer evaluation of speeches	Oral presentations	