THE PHILADELPHIA SHAKESPEARE THEATRE

CURRICULUM STANDARDS CROSSWALK

OCTOBER 2016

CHART COMPARING PA CORE STANDARDS, COMMON CORE STANDARDS, AND THE TPST CURRICULUM

READING INFORMATIONAL TEXT *(12 PA CORE STANDARDS)*

Category Description: 1.2 Students read, understand, and respond to informational text, with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core	Common Core	Curriculum Connection
CC.1.2.9–10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	**RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI.11-12.2** 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.	Students identify themes in the plays they're performing. In *Hamlet*, for instance, "the impossibility of certainty (doubt), the complexity of action, and the testing of appearance vs. reality and trust."
CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.11-12.1** 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.	Students analyze the "rogue" speech from *Hamlet* and Iago's soliloquy and cite evidence to support a given interpretation of who the characters are speaking to.
CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made,	**RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that	Students think about how an author unfolds a series of events when they order plot points at the beginning of their week's study of a play.

how they are introduced and developed, and the connections that are drawn between them.	are drawn between them.	
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	**RI.11-12.3** 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.	
CC.1.2.9–10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.	**RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose	N/A
CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.	**RI.11-12.6** 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.	
CC.1.2.9–10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text	**RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	N/A
CC.1.2.11–12.E 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.	**RI.11-12.5** 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.	
CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	**RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	In their study of *Julius Caesar*, students "focus on how language is being used and the devices that Shakespeare utilizes to create a dynamic argument (i.e., repetition, hypothetical questions, a sense of nationalism, etc.)."
CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts	**RI.11-12.4** 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).	
CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **CC.1.2.11–12.G** 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.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **I.11-12.7** 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.	N/A
CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. **CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	[INTENTIONALLY LEFT BLANK]	In their study of *Julius Caesar*, students discuss the tactics used by Brutus and Antony in their respective speeches. "Ask the students to identify some of the tactics each use to win the crowd over. Encourage the students to think about how to make the most of these tactics: volume, tone, gestures, etc. Give them a few moments to practice these tactics."
CC.1.2.9–10.I Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. **CC.1.2.11–12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	[INTENTIONALLY LEFT BLANK]	N/A
CC.1.2.9–10.J 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	[INTENTIONALLY LEFT BLANK]	N/A

important to comprehension or expression. **CC.1.2.11–12.J** 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.		
CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. **CC.1.2.11–12.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	[INTENTIONALLY LEFT BLANK]	Students study important vocabulary in several units. These include study of Shakespeare as a "wordsmith" in day 1 of the *Twelfth Night* unit. "Divide the class into groups of 2-4 students (depending on the size of the class). Explain that each group will receive a Shakespearean word on a card. First, they must decide on a definition of that word. Second, they must create a short scene (~ 1 minute long) that illustrates their definition. Third, they must incorporate the word in their scene. Encourage each group to make some reference to *Twelfth Night*."
CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **CC.1.2.11–12.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	[INTENTIONALLY LEFT BLANK]	N/A

READING LITERATURE *(11 PA CORE STANDARDS)*

Category Description: 1.3 Students read and respond to works of literature, with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

PA Core	*Common Core*	*Curriculum Connection*
CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	**RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **RI.11-12.2** 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.	Students study "themes" in every play including, for example, the theme of "revenge" in *Macbeth*.
CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. **CC.1.3.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	**RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.11-12.1** 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.	Students compare explicit and inferential meaning when interpreting the internal monologues of Benedick and Beatrice in *Much Ado*.
CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme **CC.1.3.11–12.C** Analyze the impact of the author's	**RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL.11-12.3** Analyze the impact of the author's	Students look at character interactions in a number of instances: Antony and Brutus, Benedick and Beatrice, Juliet and Lady Capulet

choices regarding how to develop and relate elements of a story or drama.	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).	
CC.1.3.9–10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text. **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.	**RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. [NONE]	Students consider Shakespeare's POV when they look for embedded stage directions (i.e., his POV was to give directions to actor). They also often consider POV when analyzing soliloquies, monologues, and tensions between sets of characters.
CC.1.3.9–10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect. **CC.1.3.11–12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	**RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL.11-12.5** 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.	Students do this when ordering plot events at the outset of all units. They also do some of this when studying the prologue in *Romeo and Juliet* and creating a movie trailer for the play.
CC.1.3.9–10.F Analyze how words and phrases shape meaning and tone in texts. **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts	**RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **RL.11-12.4** 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	Students consider the meaning of "Shakespearean insults" and think about Shakespeare as a "wordsmith" (*Twelfth Night*). They identify imagery words in *The Taming of the Shrew*.

	tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. **CC.1.3.11–12.G** 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.)	**RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **RL.11-12.7** 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.)	Students perform scenes from Othello and also have the option to watch a film adaptation of the play for homework: "Choose a film adaptation of *Othello*. Ask the students to write a report on "staging" in the movie. What role does the camera play? Does it play the role of the audience, another actor, or something else? How does the camera convey message of power, intimacy, etc.?
CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	**RL.9-10.9** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). **RL.11-12.9** 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.	Consider adding
CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools **CC.1.3.11–12.I** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	**L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L.11-12.4** 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.	Students study important vocabulary in several units. These include study of Shakespeare as a "wordsmith" in day 1 of the *Twelfth Night* unit. "Divide the class into groups of 2-4 students (depending on the size of the class). Explain that each group will receive a Shakespearean word on a card. First, they must decide on a definition of that word. Second, they must create a short scene (~ 1 minute long) that illustrates their definition. Third,

		they must incorporate the word in their scene. Encourage each group to make some reference to *Twelfth Night*."
CC.1.3.9–10.J Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression **CC.1.3.11–12.J** 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.	**L.9-10.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B) Analyze nuances in the meaning of words with similar denotations. **L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college.	Students study important vocabulary in several units. These include study of Shakespeare as a "wordsmith" in day 1 of the *Twelfth Night* unit. "Divide the class into groups of 2-4 students (depending on the size of the class). Explain that each group will receive a Shakespearean word on a card. First, they must decide on a definition of that word. Second, they must create a short scene (~ 1 minute long) that illustrates their definition. Third, they must incorporate the word in their scene. Encourage each group to make some reference to *Twelfth Night*."
CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently. **CC.1.3.11–12.K** Read and comprehend literary fiction on grade level, reading independently and proficiently	**RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. **RL.11-12.10** By the end of grade 11, read and comprehend literature including stories, drama, and poems in the grade 11 - CCR text complexity band proficiently, with scaffolding as needed in the high end of the range. By the end read and comprehend literature including stories, drama, and poems in the grade 11 - CCR text complexity band proficiently, with scaffolding as needed in the high end of the range independently and proficiently.	Students spend considerable time reading Shakespeare's plays, on their own and in groups.

WRITING (24 PA CORE STANDARDS)

Category Description: 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core	*Common Core*	*Curriculum Connection*
CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	**W.9-10.2** 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.	N/A
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	**W.11-12.2** 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.	
CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.	**W.9-10.2a / W.9-10.2b** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Optional homework assignment: Ask students to choose the character in the play who is most responsible for the tragic events of *Macbeth*. This could take the form of a debate, a mock trial, or an essay. Students need to weigh the actions and decisions of the characters and also create a system for explaining their thoughts and the ways in which they measure guilt and responsibility.
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the	**W.9-10.2c/W9-10.2f** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Provide a concluding	N/A

audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension. | statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.2 Point 2 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. | |
| **CC.1.4.9–10.D** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. | **W.9-10.2.a/W.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.

W.11-12.2 Point1 Introduce a topic and 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. | Optional homework assignment:

Choose another soliloquy in *Othello* or have the students choose the soliloquy they best prefer. Ask the students to break down the soliloquy into units or large sections containing one main thought. Ask them to assign who the character is speaking to within that unit: God/Higher Power, Himself, Audience. Encourage the students to explain why that character would choose that particular audience for that section of text. |
| **CC.1.4.9–10.E** Write with an awareness of the stylistic aspects of composition; use precise language and domain-specific vocabulary to manage the complexity of the topic; establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. | **L.9-10.2** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and | Optional homework assignment:

Journal about the purpose of language and how we use it in every day settings. Are we always honest about how we feel? Does our language always support that? Journal about the ways we communicate now (cell phones, instant messaging, tweets, etc.) and how subtext may or may not get lost in today's world. Do you think these modern |

	examples appropriate to the audience's knowledge of the topic.	forms of communication help or hinder our verbal masks?
CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition; use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	**W.11-12.1c/W.11-12.1d** 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; establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**W.9-10.2d/W.9-10.2e** Use precise language and domain-specific vocabulary to manage the complexity of the topic. **W.9-10.2E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	This applies to many of the optional homework writing assignments.
CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	**L.11-12.1/11-12.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; 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; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; observe hyphenation conventions; spell correctly.	
CC.1.4.9–10.G Write arguments to support claims in an analysis of substantive topics.	**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	This applies to many of the optional homework writing assignments including:

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Ask students to watch a soliloquy in a filmed version of *Hamlet* or to view clips of soliloquies on YouTube. In a journal, ask them to write their observations. What decisions did the director/actor come to? Is it clear who the character is speaking to? How is the camera used to convey this? How can the actor/director make these choices clearer?
CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience; introduce the precise claim. **CC.1.4.11–12.H** Write with a sharp, distinct focus identifying topic, task, and audience. ● Introduce the precise, knowledgeable claim.	**W.9-10.1.a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. **W.11-12.1** Point 1 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 the claim(s), counterclaims, reasons, and evidence.	This applies to many of the optional homework writing assignments including: Ask students to choose the character in the play who is most responsible for the tragic events of *Macbeth*. This could take the form of a debate, a mock trail, or an essay. Students need to weigh the actions and decisions of the characters and also create a system for explaining their thoughts and the ways in which they measure guilt and responsibility.
CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **CC.1.4.11–12.I** Distinguish the claim(s) from alternate or opposing claims; 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,	**W.9-10.1a/W.9-10.1b** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **WHST.11-12.1** Point 2 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.	N/A

concerns, values, and possible biases.		
CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses 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; provide a concluding statement or section that follows from and supports the argument presented.	**W.9-10.1a/W.9-10.1c/W.9-10.1e** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses 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; provide a concluding statement or section that follows from and supports the argument presented.	N/A
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	**W.11-12.1** Point 3 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.	
CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition; use precise language and domain-specific vocabulary to manage the complexity of the topic; establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	**W.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	This applies to many of the optional homework writing assignments including: Journal about disagreements that happen between parent and child in this day and age. Encourage them to look at Act 3, Scene 5 and compare and contrast the argument that Capulet and Juliet have with what could take place today. Are there similarities? What are the differences?
CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition; use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy	**W.11-12.2** Point 4 & 5 Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; establish and maintain a	

to manage the complexity of the topic; establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.	This applies to many of the optional homework writing assignments.
CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**L.11-12.1/L.11-12.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; 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; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; observe hyphenation conventions; spell correctly.	
CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.	**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	This applies to many of the optional homework writing assignments including:
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	**W.11-12.2** 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.	Ask the students to write a story or journal from Capulet/Lady Capulet's perspective. How does it feel to have your daughter, legally your property, thwart your decision? Why is it so important that she marries Paris? Do you understand where she is coming from? Encourage the students to use their imagination, but also to include the text as a source and basis of Capulet/Lady Capulet's argument.

CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. **CC.1.4.11–12.N** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	**W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **W.11-12.3** Point 1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	This could apply to several of the optional homework writing assignments including: Individually, or in their scene groups, students can create a real 5-minute version of *Hamlet* that keeps all of the important information of the play intact. These can be performed or handed in as written work, while a self-reflection about the choices made in cutting some parts of the plot would provide another opportunity for analysis and evaluation of the play as a whole.
CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. **CC.1.4.11–12.O** Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters	**W.9-10.3b/W.9-10.3d** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **W.11-12.3** Point 2 Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	This could apply to several of the optional homework writing assignments including (from *A Midsummer Night's Dream*): Have each scene group rewrite their assigned scene in modern day language within a modern day context.
CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **CC.1.4.11–12.P** Create a smooth progression of	**W.9-10.3c/W.9-10.3e** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **W.11-12.3** Engage and orient the reader by	This could apply to several of the optional homework writing assignments including (from *Romeo and Juliet*): Ask each scene group to rewrite their assigned scene using modern day language with a modern day context. Encourage them to focus on the authority figures: Who is in charge? Who feels that they are in charge? What is the conflict?

experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. ● Use parallel structure. ● Use various types of phrases and clauses to convey meaning and add variety and interest. **CC.1.4.11–12.Q** Write with an awareness of the stylistic aspects of writing. ● Use parallel structure. ● Use various types of phrases and clauses to convey specific meanings and add variety and interest. ● Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use parallel structure; use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **W-11-12.d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	This could apply to a number of the optional homework writing assignments.
CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling **CC.1.4.11–12.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses; use a colon to introduce a list or quotation; spell correctly. **L.11-12.1 and L.11-12.2** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested;	This could apply to a number of the optional homework writing assignments. The way punctuation affects meaning is specifically studied in the units on *Hamlet* and *Othello*. A discussion question from *Hamlet*: How do we communicate our emotions and thoughts through punctuation now? (i.e. text, e-mail, tweet, status update, etc.)

	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; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; observe hyphenation conventions; spell correctly.	
CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	**W.9-10.9a/b** Draw evidence from literary or informational texts to support analysis, reflection, and research; apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"); apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"); draw evidence from literary or informational texts to support analysis, reflection, and research; apply grades 9– 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"); apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"); draw evidence from literary	This applies to many of the optional homework writing assignments including: A foil is a secondary theme or character used to enhance a principal theme/character's traits. Ask your students to pick out some foils within *Much Ado* and write a character analysis about the two characters and how they highlight one another's traits.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	or informational texts to support analysis, reflection, and research; apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"); apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	
	W.11-12.9 Points 1 & 2 Draw evidence from literary or informational texts to support analysis, reflection, and research; 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"); apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate 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)").	
CC.1.4.9–10.T 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. **CC.1.4.11–12.T** Develop and strengthen writing as	**W.9-10.5** 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. **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or	Consider adding

needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
CC.1.4.9–10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	N/A
CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	**W.11-12.6** 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.	
CC.1.4.9–10.V 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	**W.9-10.7** 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.	N/A
CC.1.4.11–12.V 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.	**W.11-12.7** 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.	
CC.1.4.9–10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for	**W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for	N/A

citation.	citation.	
CC.1.4.11–12.W 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.	**W.11-12.5** 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.	
CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences. **CC.1.4.11–12.X** 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 discipline-specific tasks, purposes, and audiences.	**W.9-10.10** 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. **W.11-12.10** 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 discipline-specific tasks, purposes, and audiences.	This applies to many of the optional homework writing assignments, especially to the sustained practice of journal writing which could be achieved depending on which homework assignments are assigned.

SPEAKING AND LISTENING *(7 PA CORE STANDARDS)*

Category Description: 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA Core	*Common Core*	*Curriculum Connection*
CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly	Students engage in many kinds of debates and discussions while studying key parts of the plays. These include debates about the persuasiveness of Brutus's and Antony's speeches, and student debriefs after in-class performances (i.e., from the *Macbeth* unit, "Were there any discoveries made concerning the plot of the scene, character

	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. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. o Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	development, or the physical body in performance?"
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	**SL.11-12.1** 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. 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.	
CC.1.5.9–10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **CC.1.5.11–12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	**SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL.11-12.3** 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.	Students analyze, debate the merits of, Antony's and Brutus's speeches.
CC.1.5.9–10.C Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. [INTENTIONALLY LEFT BLANK]	N/A
CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. **CC.1.5.11–12.D** Present information, findings, and	**SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL.11-12.4** Present information, findings, and	Consider adding

supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.	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.	
CC.1.5.9–10.E Adapt speech to a variety of contexts and tasks. **CC.1.5.11–12E** Adapt speech to a variety of contexts and tasks.	**SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	N/A
CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. **CC.1.5.11–12.F** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	**SL.9-10.5** 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. **SL.11-12.5** 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.	N/A
CC.1.5.9–10.G Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content. **CC.1.5.11–12.G** Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	**L.9-10.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. **L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the	Students demonstrate command of spoken English through performances and discussions that take place in every class session.

	understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	