

# Crawfordsville High School | Curriculum & Pacing Guide

<b>Department:</b> English Language Arts			
<b>Course:</b> Classical Literature	<b>Grade:</b> 12	<b>Quarter:</b> 1 of 2	<b>Last Updated:</b> 10/17/23 Bryant

Unit:	11-12 Standards (Critical <i><b>bolded</b></i> and <i><b>italicized</b></i> ):	Suggested Texts and Activities:	Assessments:
Principal Gods and Goddesses (2 weeks)	<b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.CC.1 (collaborative discussions) <b>11-12.CC.2 (reason with evidence in discussion)</b>	<ul style="list-style-type: none"> <li>Read from Edith Hamilton's <i>Mythology: Timeless Tales of Gods and Heroes</i>, Chapters 3, 1, &amp; 2</li> <li>Discuss Greek belief in afterlife/Underworld and personal belief</li> <li>Compare and Contrast human creation myths</li> <li>Analyze titles/roles, symbols of Greek gods and goddesses</li> <li>Analyze roles of Demeter &amp; Dionysus</li> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapters 1-4</li> <li>Analyze Greek belief of how the Olympian gods and goddesses came to power</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer: Creation myth family tree</li> <li>Short-answer questions: <i>Mythology &amp; You</i>, p. 32, #5-14</li> <li>Graphic organizer: Olympian gods/goddesses</li> <li>Short-answer questions: Demeter &amp; Dionysus and human creation myths</li> <li>Test: Creation myth and Greek gods/goddesses</li> </ul>
Myths Explain Natural Phenomena (1.5 weeks)	<b>11-12.RC.1 (analyze literary text through evidence)</b> 11-12.RC.2 (compare/contrast themes in different works) <b>11-12.RC.3 (effect of structure)</b> 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance)	<ul style="list-style-type: none"> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 27 (Narcissus &amp; Echo)</li> <li>Analyze terms of framework: areté, hubris, áte, nemesis,</li> </ul>	<ul style="list-style-type: none"> <li>Graphic organizer: Application of framework terms/steps to each myth</li> <li>Creative writing: Explanation myth using explanation myth framework</li> </ul>

Unit:	11-12 Standards (Critical <b><i>bolded and italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
	<b><i>11-12.W.3 (write narrative compositions)</i></b> 11-12.W.4 (writing process) 11-12.CC.1 (collaborative discussions) <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>	natural phenomena, lesson, and epithets <ul style="list-style-type: none"> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 20 (Arachne)</li> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 25 (Phaëthon)</li> <li>Discuss explanation myth framework in relation to myths</li> </ul>	
Myths Reflect the Priorities of a Culture: Heroes Before the Trojan War (2 weeks)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> 11-12.RC.2 (compare/contrast themes in different works) <b><i>11-12.RC.3 (effect of structure)</i></b>	<ul style="list-style-type: none"> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 31 (Perseus)</li> <li>Analyze Perseus as a Greek hero and study the effect of Medusa on people's thinking of women</li> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 36 (Jason)</li> <li>Discuss quests and values</li> <li>Analyze Jason as a Greek hero and study the effect of Medea on people's thinking of women/mothers</li> <li>Compare and Contrast Jason to Perseus</li> <li>Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and</i></li> </ul>	<ul style="list-style-type: none"> <li>Short-answer questions about each myth</li> <li>Graphic organizer: Application of framework terms to each hero myth</li> <li>Test: Four Greek hero myths</li> </ul>

Unit:	11-12 Standards (Critical <b><i>bolded and italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
		<p><i>You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 34 (Theseus)</p> <ul style="list-style-type: none"> <li>• Analyze Theseus as a Greek hero</li> <li>• Compare and Contrast Theseus to Jason and Perseus</li> <li>• Read from Donna Rosenberg and Sorelle Baker's <i>Mythology and You: Classical Mythology and Its Relevance to Today's World</i>, Chapter 33 (Heracles)</li> <li>• Discuss Greek hero myths framework in relation to myth</li> <li>• Analyze Heracles as a Greek hero</li> <li>• Compare and Contrast Heracles to Theseus, Jason, and Perseus</li> </ul>	
<p>Myths Reflect the Priorities of a Culture: Heroes of the Trojan War (3.5 weeks)</p>	<p><b><i>11-12.RC.1 (analyze literary text through evidence)</i></b>  <b><i>11-12.RC.3 (effect of structure)</i></b>  11-12.RC.4 (compare/contrast works of literary or cultural significance)  11-12.RC.11 (context clues)  11-12.RC.12 (word nuance)  11-12.RC.13 (analyze diction in literature)  11-12.CC.1 (collaborative discussions)  <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b></p>	<ul style="list-style-type: none"> <li>• Read from Edith Hamilton's <i>Mythology: Timeless Tales of Gods and Heroes</i>, Chapter 13, pp. 251-260</li> <li>• Discuss events leading up to the Trojan War</li> <li>• Watch first half of movie <i>Helen of Troy</i></li> <li>• Identify main characters</li> <li>• Summarize main events</li> <li>• Read from Stanley Lombardo's <i>Iliad</i>, Books 1-12</li> <li>• Identify main characters</li> <li>• Summarize main events in myth</li> <li>• Discuss driving forces of Zeus's will and Achilles's rage</li> <li>• Discuss intervention of gods and</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer: Character lists of Greeks, Immortals, and Trojans, Books 1-6</li> <li>• Book summaries of epic poem, Books 1-6</li> <li>• Short-answer questions: Intervention of gods and goddesses, Books 3-5</li> <li>• Graphic organizer and short-answer questions: Trojan women, Book 6</li> <li>• Test: Chapter 13 and <i>Iliad</i>, Books 1-6</li> <li>• Graphic organizer: Character lists of Greeks, Immortals, and Trojans, Books 7-12</li> <li>• Book summaries of epic poem, Books 7-12</li> <li>• Graphic organizer: Values reflected in poem, Books 1-8</li> <li>• Graphic organizer: Persuasive appeals, Book 9</li> <li>• Test: <i>Iliad</i>, Books 7-12</li> </ul>

Unit:	11-12 Standards (Critical <b><i>bolded</i></b> and <b><i>italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
		goddesses <ul style="list-style-type: none"> <li>• Compare and Contrast roles of women in Hector's life</li> <li>• Identify characteristics of Homeric similes and analyze examples in text</li> <li>• Analyze Greek values in poem, including protection of fallen comrades</li> <li>• Analyze persuasive appeals of Odysseus, Phoenix, and Ajax to Achilles</li> <li>• Discuss epithets</li> </ul>	

<b>Department:</b> English Language Arts			
<b>Course:</b> Classical Literature	<b>Grade:</b> 12	<b>Quarter:</b> 2 of 2	<b>Last Updated:</b> 10/17/23 Bryant

Unit:	11-12 Standards (Critical <b><i>bolded</i></b> and <b><i>italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
Myths Reflect the Priorities of a Culture: Heroes of the Trojan War (4 weeks)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> <b><i>11-12.RC.3 (effect of structure)</i></b> 11-12.RC.4 (compare/contrast works of literary or cultural significance) 11-12.RC.11 (context clues) 11-12.RC.12 (word nuance) 11-12.RC.13 (analyze diction in literature) <b><i>11-12.W.1 (write arguments)</i></b> 11-12.W.4 (writing process)	<ul style="list-style-type: none"> <li>• Read from Stanley Lombardo's <i>Iliad</i>, Books 13-24</li> <li>• Identify main characters</li> <li>• Summarize main events in myth</li> <li>• Analyze soliloquies in Book 21</li> <li>• Read from Edith Hamilton's <i>Mythology: Timeless Tales of Gods and Heroes</i>, Chapter 14</li> <li>• Identify main characters</li> <li>• Summarize main events in myth</li> <li>• Discuss and Analyze topics from</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer: Character lists of Greeks, Immortals, and Trojans, Books 13-21</li> <li>• Book summaries of epic poem, Books 13-21</li> <li>• Test: <i>Iliad</i>, Books 13-21</li> <li>• Graphic organizer: Character lists of Greeks, Immortals, and Trojans, Books 22-24</li> <li>• Book summaries of epic poem, Books 22-24</li> <li>• Graphic organizer and short-answer questions: Soliloquies, Book 21</li> <li>• Test: <i>Iliad</i>, Books 22-24, and Chapter 14</li> <li>• Argumentative Essay</li> </ul>

Unit:	11-12 Standards (Critical <b><i>bolded and italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
	<b><i>11-12.W.5 (research)</i></b> 11-12.CC.1 (collaborative discussions) <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>	text: war, pride, women, gods/goddesses, and Achilles	
Myths Reflect the Priorities of a Culture: Heroes After the Trojan War (1 week)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> 11-12.RC.2 (compare/contrast themes in different works) <b><i>11-12.RC.3 (effect of structure)</i></b> 11-12.CC.1 (collaborative discussions) <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>	<ul style="list-style-type: none"> <li>• Review main events of <i>Odyssey</i></li> <li>• Analyze Joseph Campbell's monomyth</li> <li>• Watch video: Crash Course Mythology – Hero's Journey</li> <li>• Analyze structure of <i>Odyssey</i></li> <li>• Watch video: Crash Course Literature – the <i>Odyssey</i></li> <li>• Watch video: Why Should You Read Virgil's <i>Aeneid</i>?</li> <li>• Analyze characteristics of epic poems in relation to the <i>Aeneid</i></li> <li>• Read from Edith Hamilton's <i>Mythology: Timeless Tales of Gods and Heroes</i>, <i>Aeneid</i>, Chapter 16</li> <li>• Discuss viewpoints of Virgil</li> <li>• Compare and Contrast Odysseus's and Aeneas's adventures</li> <li>• Compare and Contrast the <i>Aeneid</i> to the <i>Iliad</i></li> </ul>	<ul style="list-style-type: none"> <li>• Short-answer questions</li> <li>• Graphic organizers</li> </ul>
Myths Aid in the Understanding of Human Nature (3.5 weeks)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> 11-12.RC.2 (compare/contrast themes in different works) <b><i>11-12.RC.3 (effect of structure)</i></b> 11-12.RC.13 (analyze diction in literature)	<ul style="list-style-type: none"> <li>• Read from Edith Hamilton's <i>Mythology: Timeless Tales of Gods and Heroes</i>, Chapter 17, pp. 345-352</li> <li>• Discuss the curse on the House of Atreus <i>Oresteia</i></li> <li>• Read handouts about Greek theater and structure of a Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer: Curses for five generations</li> <li>• Graphic organizer: animal metaphors</li> <li>• Test: <i>Agamemnon</i></li> <li>• Short-answer questions: more animal metaphors</li> <li>• Test: <i>The Libation Bearers</i></li> <li>• Short-answer questions</li> <li>• Test: <i>The Furies</i></li> </ul>

Unit:	11-12 Standards (Critical <b><i>bolded and italicized</i></b> ):	Suggested Texts and Activities:	Assessments:
	<b><i>11-12.RC.14 (analyze diction in nonfiction)</i></b> 11-12.CC.1 (collaborative discussions) <b><i>11-12.CC.2 (reason with evidence in discussion)</i></b>	play <ul style="list-style-type: none"> <li>• Compare and Contrast typical Greek structure to Aeschylus's <i>Oresteia</i></li> <li>• Read <i>Agamemnon</i></li> <li>• Analyze animal metaphors as connections to characters</li> <li>• Read <i>The Libation Bearers</i></li> <li>• Analyze more animal metaphors as connections to characters</li> <li>• Compare and Contrast events and themes in <i>Agamemnon</i> to <i>The Libation Bearers</i></li> <li>• Read <i>The Furies</i></li> <li>• Discuss how the last play breaks the cycle/curse</li> <li>• Discuss themes from trilogy</li> </ul>	
Final Exam (1 day)	<b><i>11-12.RC.1 (analyze literary text through evidence)</i></b> <b><i>11-12.W.2 (write informative compositions)</i></b>	<ul style="list-style-type: none"> <li>• Exam Preparation: Connect topics (father/son relationships, roles of women, etc.) to myths read over the semester</li> </ul>	<ul style="list-style-type: none"> <li>• Informative Essay</li> </ul>

### ELA 11-12 Standards, 2023

Standards identified by IDOE as essential for mastery by the end of each grade band are indicated with yellow shading and an (E). The learning outcome statement for each domain immediately precedes each set of standards.

#### Reading Comprehension

Learning Outcome: Students analyze the author's technique, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.

<b>11-12.RC.1 (analyze literary text through evidence)</b>	Analyze what a text says explicitly and implicitly as well as inferences and interpretations drawn from the text through citing textual evidence determining where the text leaves matters uncertain. (E)	<b>Textual evidence inferences interpretations</b>
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		<b>cite</b>
11-12.RC.2 (compare/contrast themes in different works)	Compare and contrast the development of similar themes across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	themes
<b>11-12.RC.3 (effect of structure)</b>	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (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 meaning and effect of a work. (E)	parallel episodes pacing flashbacks mystery tension structure of a work
11-12.RC.4 (compare/contrast works of literary or cultural significance)	Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.	character types archetypes myth allusion
<b>11-12.RC.5 (compare/contrast central ideas in different works)</b>	Analyze the development of similar central ideas across two or more texts and determine how specific details shape and refine the central idea.(E)	<b>central ideas</b>
11-12.RC.6 (development of ideas or events)	Analyze a complex set of ideas or sequence of events and explain how specific, ideas, events, or individuals develop throughout the text.	ordering: chronological, logical, spatial, importance introduction body conclusion transitional words
<b>11-12.RC.7 (author's rhetoric)</b>	Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (e.g.appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims) and analyzing how style and content contribute to the power and persuasiveness of the text. (E)	<b>rhetoric</b> <b>author's perspective/purpose</b>
11-12.RC.8 (delineate and evaluate argument)	Delineate and evaluate the arguments and specific claims in U.S.and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; analyze the impact of false statements and fallacious reasoning.	argument reasoning evidence false statements fallacious reasoning author's argument
11-12.RC.9 (synthesize accounts in different mediums)	Synthesize and evaluate multiple sources of information presented in different mediums in order to address a question or solve a problem.	
11-12.RC.10 (synthesize U.S. and	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	synthesize

world documents)		
11-12.RC.11 (context clues)	Use context to determine or clarify the meaning of words and phrases.	context clues
11-12.RC.12 (word nuance)	Analyze nuances in the meaning of words with similar denotations.	denotations connotations
11-12.RC.13 (analyze diction in literature)	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative and denotative meanings; analyze the cumulative impact of specific word choices (e.g., imagery, allegory, and symbolism) on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	figurative language connotative words word choice tone multiple meanings metaphor similes personification hyperbole euphemisms pun formal/informal
<b>11-12.RC.14 (analyze diction in nonfiction)</b>	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text. (E)	<b>figurative meanings</b> <b>connotative meanings</b> <b>technical meanings</b> <b>word choice</b> <b>tone</b>
<p style="text-align: center;"><b>Writing</b></p> <p style="text-align: center;">Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.</p>		
<b>11-12.W.1 (write arguments)</b>	<p>Write <b>arguments</b> in a variety of forms that:</p> <ol style="list-style-type: none"> <li>Introduce 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.</li> <li>Use rhetorical strategies to enhance the effectiveness of the claim.</li> <li>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.</li> <li>Use effective transitions 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.</li> <li>Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> </ol>	<b>arguments</b> <b>precise claims</b> <b>counterclaims</b> <b>reasons</b> <b>evidence</b> <b>transitions</b> <b>consistent style and tone</b> <b>concluding statement</b>



	f. Provide a concluding statement or section that follows from and supports the argument presented. (E)	
<b>11-12.W.2 (write informative compositions)</b>	<p>Write <b>informative</b> compositions on a variety of topics that:</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions</li> <li>Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> <li>Establish and maintain a style appropriate to the purpose and audience.</li> <li>Provide a concluding statement or section that follows and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>). (E)</li> </ol>	<b>topic</b> <b>complex ideas</b> <b>facts</b> <b>definitions</b> <b>details</b> <b>quotations</b> <b>information</b> <b>examples</b> <b>transitions</b> <b>vocabulary choice</b> <b>style</b> <b>concluding statement</b> <b>topic sentence</b> <b>supporting sentence</b> <b>clincher</b> <b>paraphrase</b>
<b>11-12.W.3 (write narrative compositions)</b>	<p>Write <b>narrative</b> compositions in a variety of forms that–</p> <ol style="list-style-type: none"> <li>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.</li> <li>Create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (E)</li> </ol>	<b>narrative</b> <b>conflict</b> <b>pacing</b> <b>sensory details</b> <b>setting</b> <b>problem</b> <b>points of view</b> <b>events</b>
<b>11-12.W.4 (writing process)</b>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative.</p> <ol style="list-style-type: none"> <li>Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.</li> <li>Use technology to generate, 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 (<i>e.g.,</i></li> </ol>	<b>draft</b> <b>revision</b> <b>editing</b>

	<i>use of publishing programs, integration of multimedia)</i> c. Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.	
<b>11-12.W.5 (research)</b>	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate an inquiry question, and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format ( <i>e.g., MLA, APA</i> ) for citation. f. Present information, choosing from a variety of formats. (E)	<b>inquiry questions</b> <b>authoritative sources</b> <b>annotations</b> <b>plagiarism</b> <b>synthesis</b>
<b>Communication and Collaboration</b> Learning Outcome: Students discuss and debate ideas based on research and specific evidence, allowing for all perspectives to be heard, and assessing and analyzing a speaker's stylistic choices.		
11-12.CC.1 (collaborative discussions)	Initiate and engage in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	collaborative discussions
<b>11-12.CC.2 (reason with evidence in discussion)</b>	Engage in a thoughtful, well-reasoned exchange of ideas by referring to specific evidence. (E)	<b>textual evidence in discussion</b>
11-12.CC.3 (expand conversations)	Expand 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.	
<b>11-12.CC.4 (respond to multiple perspectives)</b>	Conduct, debate, and discuss to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task. (E)	
<b>11-12.CC.5 (evaluate speaker's argument)</b>	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, as well as assessing stylistic choices such as word choice, points of emphasis, and tone. (E)	
11-12.CC.6 (present information)	Using a range of informal and formal tasks, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, address opposing perspectives, ensuring the organization, development, substance, and style are appropriate to purpose,	

	audience.	
<b>11-12.CC.7 (media presentations)</b>	Develop engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance audience understanding of findings, reasoning, and evidence. (E)	
<b>11-12.CC.8 (impact of media on the public)</b>	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies. (E)	