

Working Document:

Humanities outcomes and common core connection

To create this, we worked as a humanities department and spent a few hours considering each common core standard and connecting to our shared outcomes. Teachers are using this as a way to check in that their work is connected to each standard throughout the year.

Argue:

Reading Informational Text:

(RL1) 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

Reading Literature:

(RL1) 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

Writing:

(W1) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

(W8) 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.

(W9) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Be Precise:

Language:

(L1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use parallel structure

b. Use various types (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations.

(L2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

b. Use colon to introduce a list or quotation.

c. Spell correctly.

(?3) Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

(L3) Apply knowledge of language to understand how language functions in different context, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to guidelines in a style manual (e.g., MLA Handbook, etc.) appropriate for the discipline and writing type.

(L6) 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.

Collaborate:

Speaking and Listening:

(SL1) 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.

Communicate:

Writing:

(W2) 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.

(W4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(W6) Use technology, including the internet, to produce, publish, and update individual or shared writing projects in response to ongoing feedback, including new arguments or information.

(W10) 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.

Speaking and Listening:

(SL1) 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.

(SL4) 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.

(SL5) 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.

(SL6) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language:

(L6) 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.

Conclude:

Reading Informational Text

(RI2) Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

(RI3) Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

(RI3) 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 are drawn between them.

(RI5) Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

(RI6) Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

(RI7) 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.

(RI7) Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

(RI8) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

(RI9) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively (RI-MS)

(RI9) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.

Writing

(W2) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics, (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d) Use precise language and domain-specific vocabulary to inform about to explain the topic.
- e) Establish and maintain a formal style.
- f) Provide a concluding statement or section that follows from and supports the information or explanation presented

Speaking and Listening

(SL2) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- a. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively

Reading Literature

(RL1) Cites 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

(RL3) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

(RL2) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text

(RL11) MS- Responding to Literature

(RL7) 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)

(RL4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors)

(RL5) 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.

(RL6) Analyze a case in which grasping point of view requires distinguishing what is directly stated in text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Create:

Writing:

(W3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

(W11)?

Discern:

Speaking and Listening:

(SL2) 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

(SL3) 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.

Language:

(L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on _____, choosing flexibly from a range of strategies.

(L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Writing:

(W8) 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.

Reading Literature:

(RL2) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

(RL3) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)

(RL4) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

(RL5) 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

(RL6) Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

(RL7) 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)

(RL9) 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

(RL10) Grade level reading comprehension standard

(RL11) ? MS?

Reading Informational Text:

(RI2) 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.

(RI4) 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 meaning of key terms of terms over the course of a text.

(RI5) 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

(RI6) 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.

(RI8) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)

(RI10) Grade level comprehension standard

Innovate:

Speaking and Listening:

(SL5) 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.

Investigate:

Writing:

(W7) 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.

Plan:

Writing:

(W5) 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.