



Literature™

Indiana

HMH Into Literature™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

Grade 12

Houghton Mifflin Harcourt
***Into Literature* © 2020**

correlated to the

Indiana Academic Standards English/Language Arts
Grade 12

Standard	Description	Citations
READING: <i>Literature</i>		
RL.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
11-12.RL.1	Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	Representative Pages: SE: 6–23, 146–275, 378–395, 520–533, 654–659, 738–755
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas		
Key Ideas and Support		
11-12.RL.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE: 20, 40, 60, 78, 104, 122, 125, 176, 198, 226, 248, 272, 278, 302, 310, 320, 323, 376, 392, 510, 518, 530, 542, 556, 558, 572, 606, 624, 638, 662, 665, 667, 674, 677, 708, 720, 752, 764, 767

Standard	Description	Citations
11-12.RL.2.2	Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.	SE: 7, 10, 20, 56, 124–125, 273, 296, 322, 510, 511, 521, 556, 558–559, 561, 574–575, 662, 664–665, 674, 676–677, 708, 752, 766–767
11-12.RL.2.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., <i>where a story is set, how the action is ordered, how the characters are introduced and developed</i>).	SE: 12, 13, 20, 59, 67, 70, 153, 156, 167, 171, 176, 179, 182, 185, 188, 197, 198, 212, 220, 226, 231, 238, 241, 248, 255, 257, 268, 272, 596, 597, 598, 600, 601, 603, 604, 606, 629, 631, 633, 634, 636, 638, 742, 746, 752
11-12.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural Elements and Organization		
11-12.RL.3.1	Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., <i>the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution</i>) contribute to its overall structure and meaning as well as its aesthetic impact.	SE: 28, 39, 78, 295, 298, 382, 383, 384, 385, 387, 388, 390, 392, 516, 518, 615, 617, 618, 619, 620, 622, 624, 634, 636, 638, 716, 720, 759, 764
11-12.RL.3.2	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., <i>satire, sarcasm, irony, or understatement</i>) in order to understand the point of view.	SE: 366–376, 378–392

Standard	Description	Citations
RL.4: SYNTHESIS AND CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning		
Synthesis and Connection of Ideas		
11-12.RL.4.1	Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.	SE: 146–275, 276–279
11-12.RL.4.2	Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and 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.	The majority of selections in the Grade 12 program follow British literary traditions/history. Please see the following representative pages: SE: 6–23, 146–275, 378–395, 560–575, 626–641, 756–761
READING: <i>Nonfiction</i>		
RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
11-12.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 11–CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.	Representative Pages: SE: 82–95, 280–293, 462–475, 534–545, 642–653, 778–787

Standard	Description	Citations
RN.2: KEY IDEAS AND TEXTUAL SUPPORT Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textural Support		
11-12.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.	SE: 86, 92, 104, 108, 287, 290, 330, 344, 348, 402, 416, 430, 442, 446, 472, 542, 612, 650, 734, 774, 782, 784
11-12.RN.2.2	Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.	SE: 108, 338, 397, 402, 442, 542, 643
11-12.RN.2.3	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 a text.	SE: 108, 338, 397, 402, 442, 542, 643
RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message		
Structural Elements and Organization		
11-12.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
11-12.RN.3.2	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.	SE: 99, 104, 281, 286, 650, 734, 782, 784, 788

Standard	Description	Citations
11-12.RN.3.3	Determine an author’s perspective or purpose in a text in which the rhetoric is particularly effective (e.g., <i>appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims</i>), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	SE: 100, 102, 104, 286, 290, 328, 330, 425, 428, 430, 442, 466, 468, 469, 470, 472, 537
RN.4: SYNTHESIS AND CONNECTION OF IDEAS Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas		
Synthesis and Connection of Ideas		
11-12.RN.4.1	Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE: 324–333, 420–433, 768–777
11-12.RN.4.2	Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	SE: 108–109, 348–349, 446–447, 788–789
11-12.RN.4.3	Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	SE: 82–95, 324–333, 420–433, 768–777

Standard	Description	Citations
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY Acquire, refine, and apply vocabulary using various strategies and sources		
Learning Outcome		
11-12.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 8, 14, 22, 26, 30, 35, 42, 46, 50, 54, 62, 66, 70, 80, 84, 89, 94, 98, 102, 106, 171, 180, 205, 229, 245, 264, 282, 284, 292, 303, 308, 315, 326, 328, 332, 336, 341, 346, 372, 380, 384, 388, 394, 398, 404, 408, 412, 418, 422, 425, 432, 437, 444, 450, 456, 460, 464, 467, 474, 504, 522, 526, 532, 536, 538, 544, 568, 594, 602, 608, 622, 628, 635, 640, 644, 646, 652, 698, 705, 710, 718, 724, 730, 736, 740, 749, 754, 770, 776, 780, 782, 786
RV.2: VOCABULARY BUILDING Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
11-12.RV.2.1	Use context to determine or clarify the meaning of words and phrases.	SE: 22, 62, 80, 98, 292, 332, 394, 404, 418, 780
11-12.RV.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
11-12.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	SE: 405, 460, 710 Vocabulary Studio: Denotation and Connotation
11-12.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	SE: 106, 292, 332, 444, 544, 776, 786

Standard	Description	Citations
11-12.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.	SE: 94, 292, 394, 460, 544, 640, 652, 710, 736, 776
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings		
Vocabulary in Literature and Nonfiction Texts		
11-12.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (e.g., <i>imagery</i> , <i>allegory</i> , and <i>symbolism</i>) on meaning and tone (e.g., <i>how the language evokes a sense of time and place; how it sets a formal or informal tone</i>).	SE: 13, 30, 34, 38, 59, 62, 80, 111, 113, 116, 119, 122, 255, 292, 310, 314, 320, 376, 394, 551, 554, 556, 558–559, 570, 574–575, 640, 665, 676, 754, 764, 766
11-12.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, 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.	SE: 84, 94, 98, 106, 282, 292, 326, 332, 336, 346, 398, 404, 408, 418, 422, 432, 444, 450, 460, 464, 474, 536, 544, 644, 652, 724, 736, 770, 776, 780, 786
11-12.RV.3.3	Interpret figures of speech (e.g., <i>paradox</i>) in context and analyze their role in the text.	SE: 148, 305, 308, 310, 316, 514, 516, 518, 640, 754

Standard	Description	Citations
Writing		
W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
11-12.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	Representative Pages: SE: 41, 105, 128–134, 291, 353–358, 480–486, 578–583, 680–685, 792–798
W.2: HANDWRITING Demonstrate the ability to write legibly		
Handwriting		
11-12.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
W.3: WRITING GENRES Develop and refine writing skills by writing for different purposes and to specific audiences or people		
Argumentative		
11-12.W.3.1	Write arguments in a variety of forms that –	
•	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 claim(s), counterclaims, reasons, and evidence.	SE: 291, 323, 331, 345, 352–354, 393, 431, 651, 775, 792–794

Standard	Description	Citations
•	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.	SE: 291, 323, 331, 345, 352–354, 393, 431, 651, 775, 792–794
•	Use effective transitions 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.	SE: 293, 356-358, 796–798 Writing Studio: Writing as a Process: Revising and Editing
•	Establish and maintain a consistent style and tone appropriate to purpose and audience.	SE: 356-358, 796–798 Writing Studio: Writing Arguments: Formal Style
•	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 356-358, 796–798 Writing Studio: Writing Arguments: Concluding Your Argument
Informative		
11-12.W.3.2	Write informative compositions on a variety of topics that –	
•	Introduce a topic; 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., <i>headings</i>), graphics (e.g., <i>figures</i> , <i>tables</i>), and multimedia when useful to aiding comprehension.	SE: 105, 311, 443, 459, 573, 578–580, 607, 680–682, 735

Standard	Description	Citations
•	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.	SE: 105, 311, 443, 573, 578–580, 607, 680–682, 735
•	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE: 581–583, 683–685 Writing Studio: Writing as a Process: Revising and Editing
•	Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.	SE: 581–583, 683–685 Writing Studio: Writing Informative Texts: Precise Language and Vocabulary
•	Establish and maintain a style appropriate to the purpose and audience.	SE: 581–583, 683–685 Writing Studio: Writing Informative Texts: Formal Style
•	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).	SE: 581–583, 683–685 Writing Studio: Writing Informative Texts: Introductions and Conclusions

Standard	Description	Citations
Narrative		
11-12.W.3.3	Write narrative compositions in a variety of forms that –	
•	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	SE: 41, 61, 79, 93, 128–130, 279, 417, 480–482, 531, 613, 639, 709, 753
•	Create a smooth progression of experiences or events.	SE: 93, 128–130, 279, 480–482, 613
•	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE: 41, 61, 79, 93, 128–130, 279, 417, 480–482, 531, 613, 639, 709, 753
•	Use 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 (e.g., <i>a sense of mystery, suspense, growth, or resolution</i>).	SE: 41, 61, 79, 93, 128–130, 279, 417, 480–482, 531, 613, 639, 709, 753
•	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE: 132–134, 279, 484–486, 531, 613, 639
•	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE: 41, 61, 132–134, 484–486

Standard	Description	Citations
W.4: THE WRITING PROCESS Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
11-12.W.4	Apply the writing process to –	
•	Plan and develop; draft; revise 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.	SE: 128–134, 353–358, 480–486, 578–583, 680–685, 792–798 Writing Studio: Writing as a Process
•	Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	SE: 128–134, 353–358, 480–486, 578–583, 680–685, 792–798 Writing Studio: Producing and Publishing with Technology
W.5: THE RESEARCH PROCESS Build knowledge about the research process and the topic under study by conducting research		
Finding, Assessing, Synthesizing, and Reporting Information		
11-12.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	SE: 3, 20, 40, 60, 78, 92, 104, 122, 141, 272, 278, 290, 302, 310, 320, 330, 344, 349, 363, 376, 392, 402, 416, 430, 431, 442, 458, 472, 473, 477, 493, 510, 518, 530, 542, 556, 572, 589, 606, 612, 624, 638, 650, 662, 674, 680–686, 693, 708, 720, 734, 752, 764, 774, 784, 789, 793
•	Formulate an inquiry question, and refine and narrow the focus as research evolves.	SE: 92, 680–681, 789

Standard	Description	Citations
•	Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.	SE: 20, 40, 60, 78, 92, 104, 122, 272, 278, 290, 302, 310, 320, 330, 344, 349, 376, 392, 402, 416, 430, 431, 442, 458, 472, 473, 477, 510, 518, 530, 542, 556, 572, 606, 612, 624, 638, 650, 662, 674, 680–686, 708, 720, 734, 752, 764, 774, 784, 789, 793
•	Assess the strengths and limitations of each source in terms of the task, purpose, and audience.	SE: 20, 40, 60, 78, 92, 104, 122, 272, 278, 290, 302, 310, 320, 330, 344, 349, 376, 392, 402, 416, 430, 431, 442, 458, 472, 473, 477, 510, 518, 530, 542, 556, 572, 606, 612, 624, 638, 650, 662, 674, 680–686, 708, 720, 734, 752, 764, 774, 784, 789, 793
•	Synthesize and integrate information into the text selectively to maintain the flow of ideas.	SE: 680–686
•	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA</i> , <i>APA</i>) for citation.	CT: Writing Studio: Using Textual Evidence: Attribution
•	Present information, choosing from a variety of formats.	SE: 345, 349, 431, 473, 477, 612, 687–688, 789
W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English		
Grammar and Usage		
11-12.W.11-12.1	Demonstrate command of English grammar and usage, focusing on:	
11-12.W.11-12.1a	Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	

Standard	Description	Citations
11-12.W.11-12.1b	Verbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
11-12.W.11-12.1c	Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
11-12.W.11-12.1d	Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
11-12.W.11-12.1e	Usage – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
Capitalization, Punctuation, and Spelling		
11-12.W.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	
11-12.W.11-12.2a	Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously</i>	
11-12.W.11-12.2b	Punctuation – <i>Students are expected to build upon and continue applying conventions learned previously</i>	
11-12.W.11-12.2c	Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	

Standard	Description	Citations
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening		
Learning Outcome		
11-12.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	SE: 15, 39, 47, 87, 129, 139–140, 155, 215–216, 281, 301, 314, 361, 378, 379, 381, 521, 525 Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding
SL.2: DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
11-12.SL.2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	SE: 57, 87, 103, 167, 193, 203, 255, 265, 293, 301, 329, 379, 432, 448, 466, 481, 497 Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding
11-12.SL.2.2	Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.	SE: 29, 60, 61, 63, 103, 113, 128, 131, 167, 193, 203, 204, 207, 254, 255, 264, 265, 293, 301, 302, 305, 329, 360, 370, 371, 379, 380, 383, 218, 432, 448, 466, 481, 497, 521, 524–525, 527 Speaking and Listening Studio: Participating in Collaborative Discussions: Preparing for Discussion Speaking and Listening Studio: Participating in Collaborative Discussions: Speaking Constructively

Standard	Description	Citations
11-12.SL.2.3	Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE: 40, 78, 79, 105, 109, 123, 198, 273, 291, 310, 321, 323, 377, 393, 403, 417, 447, 459, 511, 531, 543, 573, 639, 651, 663, 735, 785
11-12.SL.2.4	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.	SE: 40, 78, 79, 105, 109, 123, 198, 273, 291, 310, 321, 323, 377, 393, 403, 417, 447, 459, 511, 531, 543, 573, 639, 651, 663, 735, 785
11-12.SL.2.5	Conduct debate and discussion 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.	SE: 57, 87, 103, 167, 193, 203, 255, 265, 293, 301, 329, 379, 432, 448, 466, 481, 497 Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding Speaking and Listening Studio: Participating in Collaborative Discussions: Wrapping Up Your Discussion
SL.3: COMPREHENSION Refine and apply active listening and interpretation skills using various strategies		
Comprehension		
11-12.SL.3.1	Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE: 345, 349, 431, 473, 607, 775, 799–800

Standard	Description	Citations
11-12.SL.3.2	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.	SE: 303, 431, 487–488, 557, 607, 687–688, 709, 765, 775, 799–800
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS Refine and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
11-12.SL.4.1	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.	SE: 109, 125, 135–136, 198, 248, 279, 311, 323, 331, 349, 443, 447, 473, 487–488, 559, 575, 607, 613, 665, 675, 677, 687–688, 721, 765, 767, 775, 799–800
11-12.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.	SE: 135–136, 279, 607, 687–688
11-12.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	

Standard	Description	Citations
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes		
Learning Outcome		
11-12.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	SE: 86, 91, 92, 104, 108, 284, 286, 287, 288, 290, 328, 330, 339, 344, 348, 400, 402, 416, 424, 425, 428, 430, 438, 440, 442, 443, 446, 466, 468, 469, 470, 472
ML.2: MEDIA LITERACY Analyze the purposes of media and the ways in which media can have influences		
Media Literacy		
11-12.ML.2.1	Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.	SE: 438, 440, 442, 443, 612, 647, 650
11-12.ML.2.2	Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.	SE: 31, 34, 99, 100, 102, 104, 320, 328, 330, 384, 385, 387, 388, 390, 392, 399, 402, 428, 430, 451, 453, 454, 458, 551, 569, 648, 650, 708, 734, 765, 772, 774, 784, 781, 784, 788