



CIVICS CLASSROOM CURRICULUM

CITIZENS CLEAN ELECTIONS COMMISSION ★ YOUTH VOTER EDUCATION AND OUTREACH

7th - 12th
GRADE LEVELS

LESSON
ELECTION SECURITY

Citizens Clean Elections Commission

 AZCleanElections.gov

Election Security Lesson Plan



The Citizens Clean Elections Act’s mission is to “restore citizen participation and confidence in our political system, improve the integrity of Arizona State government, and promote freedom of speech under the U.S. and Arizona Constitutions.”





LESSON

ELECTION SECURITY: ENSURING A FREE AND FAIR ELECTION



INTRO/OVERVIEW

Free and fair elections are the foundation of a functioning democracy. Election security is an essential component of free and fair elections. Voters must be confident that their vote is counted and remains confidential, that other voters play fairly, that officials who run the elections uphold their constitutional responsibilities to maintain the integrity of the elections, and that foreign and domestic bad actors are prevented from influencing the outcome. Anything less threatens to discredit the election process which is fundamental to a viable and successful democracy. The technical security of our elections is of upmost importance, as it impacts the security of our democracy which is vital and relatively fragile.

Students should be educated with regard to their rights and responsibilities as a citizen to participate in the election process as well as to be informed about how elections are run, who is responsible, what steps are being taken to carry out a secure election, what voters can do to ensure the integrity of elections, to be equipped with accurate information, and to reject and refuse to share misinformation that sows doubt in the free and fair elections that we all believe in and trust as United States citizens.

The lesson may take place over several days at the teacher's discretion.

Choose from the State Standards listed below the lesson plan. State standards for grades 7 through 12 are provided, including those for social studies, civics/citizenship, English language arts, reading, and technology. This is an excellent opportunity to integrate standards to produce a very effective lesson on the importance of our democratic processes and the integrity and safeguards required to protect them.

Materials needed: Laptops or access to a computer center.

GOAL/OBJECTIVE

Students (groups) will use presentation technology skills to convey their research findings to their classmates on the subject of election security in order to understand the importance of election security, who is responsible, the processes and safeguards, the value and sources of accurate information and the dangers of misinformation, and the real world applications to their lives.



DO NOW/INQUIRY (POST THE FOLLOWING ON THE BOARD OR POWERPOINT):

- a. With your elbow partner, discuss what you think the definition of “election security” is.
- b. Discuss why election security is important to maintain a successful democracy; discuss why voters’ perception of election security is important.
- c. Now write down 2 questions you might have about the security of your vote or of our local or national elections.

After about five minutes, discuss student responses.

Background

Election security refers to “all the ways election officials ensure the maximum degree of correctness, impartiality, uniformity, and efficiency in the voting process.” Actual election security and the perception of election security are vital to the democratic process because citizens must be confident that their individual vote is counted and that the results, win or lose, have been fair. Our democracy only survives because of trust and only works if the loser accepts the results, ensuring the “peaceful transfer of power.”

Ask

What is a ‘free and fair election?’ When and where have you voted in an election? Who was in charge of counting the votes? Were you confident in the results? Why? What would happen if you didn’t trust the counting or confidentiality of the vote? What role does trust play in a democracy?

Introduce

- In preparation for the class, the teacher will go to the Clean Elections Commission (CEC) website (azcleanelections.gov). Click on and research **How Elections Work>Election Security**. How has the issue of election security changed over time?
- You should take the opportunity to explain to students where you got your information and the relative security and validity of a .gov URL versus others.
- Introduce (briefly lecture) the history of election security and the issues surrounding election security, e.g., foreign intervention, vote by mail, voter identification, ballot security/recounts, and claims of “stealing the election.” Include the 2016 election (info in website) and 2020 election (research and summarize on your own). Review myths versus facts at <https://recorder.maricopa.gov/justthefacts/>.



- You may want to include the Sharpie issue covered in Official Information Regarding Sharpies (also on the CCEC website), as an example of a controversy surrounding recent elections.
- Also be sure to share the information found on the CCEC website in What are the official sources for information on elections?

Explore

Jigsaw (a cooperative learning strategy) the following sections of the Citizens Clean Elections Commission content on Election Security found in **How Elections Work>Election Security**.

Divide the class into five groups. Assign each group (or allow them to choose) a section of the Election Security information found on the CCEC website. Each group will use class time to research and prepare to report out their findings to the class on PowerPoint or a similar platform. Create a rubric with student participation/input for the expectations and assessment of the project, e.g., format and length of the written portion, minimum and maximum times for presentations, etc.

Ask students to go to the CCEC website (azcleelections.gov). Hover over **How Elections Work**. Click on **Election Security**. Find your topic and do your research.

Group One: Find and prepare to present to the class the answers to the following questions in the section How Elections Work-The Basics: What are the Key Roles in Elections?

1. What is a decentralized election system?
2. How many counties does Arizona have?
3. What is the Arizona legislature's job regarding elections?
4. Who is the chief election officer of the state and what is their role?
5. Describe the role of the county recorder regarding Arizona's elections?
6. Describe the role of the county elections director regarding Arizona's elections?

Group Two: Who Counts the Ballots?

1. How do election officials confirm the identity of early ballot voters?
2. How do election officials confirm the identity of election day ballot voters?
3. What are the ways that officials provide ballot security in the election process?
4. How can we be assured that the voting machines are accurate and safe?

**Group Three:** Elections and Cybersecurity

1. What does the Help America Vote Act require and of whom?
2. Describe how the digital voter registration rolls in Arizona are kept secure.
3. Describe how election equipment (and ultimately, votes!) are kept secure and tested for accuracy.

Group Four: Is Voting by Mail Secure?

1. How long has vote by mail been in existence and approximately what percentage of voters in Arizona utilize the vote-by-mail option?
2. Describe how the vote-by-mail process works and the security involved.

**Note that the Arizona law for PEVL was changed in 2021. Investigate the changes (compare vote-by-mail procedures before and after the new law).*

Group Five: How Can I Avoid Misinformation about the Elections?

1. Share how to spot false information.
2. Define a bot; characterize how bots work and the effects they have; how to detect a bot; what to do; and what social media is doing about them.

Presentations

After allowing sufficient time in class and at home for groups to research and prepare their presentations, schedule class time for groups to use technology to share their findings with their classmates. Remind students of the rubric and expectations. Be sure to allow time for questions, discussion, opinions, and whenever possible, real world examples provided by students and the teacher. Continually relate the findings to the lives of students and their families.

Assessment/Homework

The 2020 Senate GOP Audit: Research the issues surrounding the State Senate Republican Caucus's activities/review of the 2020 General Election conducted by Maricopa County. Explore how this effort compares to the procedures used by election officials to ensure the security of elections. Write an essay briefly explaining the controversy, the process, the positions of the stakeholders (the Arizona legislature, political parties, county officials, and the courts), and, most importantly, your opinion on the matter of contention.



STATE STANDARDS

GRADE 7

Disciplinary Skills and Processes

7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.

7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.

7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.

7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

Civics

7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.

7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings

7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.

Economics

7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.



READING STANDARDS FOR INFORMATIONAL TEXT

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.2 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.

7.RI.6 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.

7.RI.8 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.

7.RI.9 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.

7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).

7.W.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.

7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.



7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

7.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 7 Reading standards to informational text and nonfiction.

7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY

EIGHTH GRADE

Disciplinary Skills and Processes

8.SP4.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.

8.SP4.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

8.SP4.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.

Civics

Civic virtues and democratic principles are key components of the American political system.

8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.

8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.

8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.

Citizens have individual rights, roles, and responsibilities.

8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.

8.C2.2 Explain specific roles, rights and responsibilities of people in a society.

8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.



8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy. Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media.

8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.

Process, rules, and laws direct how individuals are governed and how society addresses problems.

8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.

8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.

8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.

Economics

By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.

History

8.H2.1 Explain how different beliefs about the government's role in social and economic life have affected political debates and policies in the United States.



8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

8.RI.6 Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

8.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

8.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8.W.6 Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 8 Reading standards to informational text and nonfiction.

8.W.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.

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.



STATE SOCIAL STUDIES STANDARDS

GRADES 9-12

Course Considerations for High School Civics/Government

Using inquiry in civics, high school students explore how to become active citizens. To become engaged citizens requires a knowledge of the history, principles, and foundations of our republic. A comprehensive study of civics can be approached from many angles and perspectives with a focus on inquiry. A civics course can be organized in a variety of ways including thematic, chronological, or chrono-thematic.

The course should include content from the following topics:

- Foundations of government including but not limited to the historical foundations and philosophical foundations of the American political system, the purpose and role of government, and where government gets its authority
- Structures and function of tribal, local, Arizona and other states, national, and international governments including but not limited to constitutional vs. non-constitutional governments, and how governments are organized, limits and powers of the legislative, judicial, and executive branch, and comparative governments
- Institutions of the national government including but not limited to Congress, the President and the bureaucracy, federal courts; and institutions of the state government including the legislature, governor and the bureaucracy, and the state courts
- Law-making process including the role of deliberation and compromise
- Media, interest groups, and political parties including but not limited to the how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day
- Media Literacy including but not limited to roles of media, types of media, and media and consumer biases
- Elections, voting, and voting behavior including but not limited to political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting



- Citizenship including rights, roles, and responsibilities of a citizen and the process for naturalization
- Civil Liberties and Civil Rights
- American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality
- Public policy including researching current issues or policies at the local, state, or federal level
- Foreign Policy including but not limited to formation and implementation

There are many topics to pursue in in a Civics/Government course. LEAs should identify topical emphases to allow for depth of study needed to effectively engage student/learners in the inquiry process and to educate students about the roles and responsibilities of citizenship.

SOCIAL STUDIES DISCIPLINARY SKILLS AND PROCESSES

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

HS.SP3.2 Gather relevant information from multiple sources representing a wide range of views while using origin, authority, structure, context, and corroborative value of the source to guide the selection.

HS.SP3.4 Evaluate the credibility of a source by examining how experts value the source.

HS.SP3.6 Construct and present arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

HS.SP3.7 Construct and present explanations using sound reasoning, correct sequence (linear and non-linear) examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences and venues using print, oral, and digital technologies.

HS.SP4.3 Integrate evidence from multiple relevant sources and interpretations into a reasoned argument.



Civics

HS.C2.1 Explain the importance of individual participation in civic and political institutions.

HS.C2.2 Analyze the role of citizens in the United States political system over time and compare this to the role of citizens in other political systems.

HS.C2.4 Analyze the responsibilities of citizens.

HS.C2.6 Evaluate the contributions of individuals and groups, including Arizonans, who have played a role in promoting civic and democratic principles.

HS.C3.3 Analyze the impact of political parties, interest groups, elections, and the media on political institutions.

HS.C4.3 Explain the procedures for elections at the local, state, tribal, and national levels.

HS.C4.7 Apply a range of deliberative and democratic strategies and procedures to make decisions in the classroom, school, and out-of-school civic contexts.

History

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.

HS.H4.3 Examine how access to information and technology has been used to influence society.

ELA (ENGLISH LANGUAGE ARTS STANDARDS)

GRADES 9-12

Reading Standards for Informational Text

9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.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.

9-10.RI.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.

9-10.RI.8 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.



9-10.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate.

Writing Standards

9-10.W.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 citation.

9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply grades 9-10 Reading standards to informational text and nonfiction.

ELA

GRADE 11TH-12TH

Reading Standards for Informational Text

11-12.RI.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.

11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.

11-12.RI.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 effectiveness of the text.

11-12.RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

Writing Standards

11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. 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.



- b. 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.
- c. 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.
- d. Establish and maintain a style and tone appropriate to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.W.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.

11-12.W.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.

Speaking and Listening Standards

Comprehension and Collaboration

11-12.SL.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.

- a. 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.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.

- d. 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.

11-12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.

Presentation of Knowledge and Ideas

11-12.SL.4 Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task, allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.

11-12.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to keep the audience engaged.

Conventions of Standard English

11-12.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

11-12.L.6 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.