

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.1: Previewing the Unit	LAFS.910.L.3.6: 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.	LAFS.910.SL.1.1a
Unit 1	Activity 1.2: Exploring Culture and Communication	LAFS.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. LAFS.910.L.3.6: 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.	LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a
Unit 1	Activity 1.3: Exploring Cultural Identity	LAFS.910.RI.1.2: 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. LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 1	Activity 1.4: Language and Writer's Craft: Syntax	LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. LAFS.910.L.3.6: 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.	
Unit 1	Activity 1.5: "Two Kinds" of Cultural Identity	LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LAFS.910.RL.1.1; LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.3.9a; LAFS.910.SL.1.1a; LAFS.910.L.3.4; LAFS.910.L.3.6

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Unit 1	Activity 1.6: Two Perspectives on Cultural Identity	<p>LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.2.5; LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.2; LAFS.910.SL.2.4; LAFS.910.L.3.6
Unit 1	Activity 1.7: Connecting Cultural Identity to Theme	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.L.1.1a; LAFS.910.L.3.6
Unit 1	LC1.7: Language Checkpoint: Using Parallel Structure	<p>LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.910.L.1.1.a: Use parallel structure.</p>	
Unit 1	Activity 1.8: Consulting with a Mentor (Text)	<p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.2.6: 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.</p>	LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.1.10; LAFS.910.W.3.9b

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Unit 1	Embedded Assessment 1: Writing About My Cultural Identity	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.L.1.1a: Use parallel structure.</p> <p>LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	
Unit 1	Activity 1.9: Previewing Embedded Assessment 2 and Preparing for a Writing Prompt	<p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.W.1.10

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Unit 1	Activity 1.10: Colliding Worlds	<p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.L.1.2a: Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p>	LAFS.910.RI.1.1; LAFS.910.RI.2.4; LAFS.910.RI.2.6; LAFS.910.W.1.1b; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.SL.1.1; LAFS.910.L.3.6
Unit 1	LC 1.10: Language Checkpoint: Using Punctuation Within Sentences	<p>LAFS.910.L.1.2.b: Use a colon to introduce a list or quotation</p> <p>LAFS.910.L.1.2.a: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	
Unit 1	Activity 1.11: Perspectives on Heritage: Poetry and Fiction	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's "Landscape with the Fall of Icarus").</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>LAFS.910.L.3.5a: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.2.5; LAFS.910.W.1.1a; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.SL.1.1

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Unit 1	Activity 1.12: Perspectives on Heritage: Nonfiction	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2f; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d</p>
Unit 1	Activity 1.13: Argumentation in “An Indian Father’s Plea”	<p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1e; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.6</p>
Unit 1	Activity 1.14: Synthesis: Drafting Your Position	<p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d</p>
Unit 1	Activity 1.15: Synthesis: Presenting Your Position	<p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p>	<p>LAFS.910.RL.1.1; LAFS.910.RI.1.1; LAFS.910.W.1.1c; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.SL.2.4</p>

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Unit 1	Embedded Assessment 2: Writing a Synthesis Paper	<p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.</p> <p>LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.L.1.2c: Spell correctly.</p>	
Unit 2	Activity 2.1: Previewing the Unit	LAFS.910.L.3.6: 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.	LAFS.910.RL.1.10; LAFS.910.RI.1.10
Unit 2	Activity 2.2: Images of Cultural Identity	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.1.10: 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.</p>	LAFS.910.RL.1.10; LAFS.910.W.1.2; LAFS.910.W.2.4; LAFS.910.SL.1.1a; LAFS.910.SL.1.1d; LAFS.910.SL.2.6; LAFS.910.L.1.1a; LAFS.910.L.3.4; LAFS.910.L.3.6

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Unit 2	Activity 2.3: Cultural Narrative	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RI.1.2: 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. LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.1.2, LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 2	Activity 2.4: Author's Stylebook: Dialogue	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LAFS.910.RI.1.2; LAFS.910.RI.2.6; LAFS.910.W.1.3a; LAFS.910.W.1.3c; LAFS.910.W.1.3d; LAFS.910.W.3.9; LAFS.910.W.1.10; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 2	Activity 2.5: Author's Stylebook: Pacing	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LAFS.910.W.1.3a; LAFS.910.W.1.3c; LAFS.910.W.1.3d; LAFS.910.W.2.4; LAFS.910.W.3.9; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.2.6; LAFS.910.L.1.2a; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 2	LC 2.5: Language Checkpoint: Using Subordination and Coordination	LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	

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Unit 2	Activity 2.6: Author's Stylebook: Description	<p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.L.1.1b: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	LAFS.910.RI.2.5; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.1.10; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 2	Activity 2.7: Elements of a Graphic Novel	<p>LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.1.3a; LAFS.910.W.1.3c; LAFS.910.W.2.4; LAFS.910.SL.1.1; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 2	Activity 2.8: Telling a Story with Poetry	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.1.2f; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1; LAFS.910.SL.2.6; LAFS.910.L.3.4; LAFS.910.L.3.6



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Unit 2	Activity 2.9: Struggling with Identity: Rethinking Persona	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>LAFS.910.SL.1.1c: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.1.10; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4d; LAFS.910.L.3.4; LAFS.910.L.3.6</p>
Unit 2	Activity 2.10: Changes in Perspective	<p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.2.5; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.L.1.1; LAFS.910.L.3.4; LAFS.910.L.3.4a; LAFS.910.L.3.6; LAFS.910.SL.1.1a; LAFS.910.SL.2.6</p>

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Unit 2	Embedded Assessment 1: Writing a Narrative	<p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.910.W.1.3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>LAFS.910.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>LAFS.910.W.1.3d: Use precise words and phrases, telling details, and sensory language to convey the action and convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LAFS.910.W.1.3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.L.1.2c
Unit 2	Activity 2.11: Previewing Embedded Assessment 2 and Thinking About Argument	<p>LAFS.910.W.1.10: 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.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.RL.1.10; LAFS.910.RI.1.10; LAFS.910.L.3.4; LAFS.910.SL.1.1
Unit 2	Activity 2.12: Justice and Culture	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.3.8: 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.</p>	LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.13: Taking a Stand on Justice	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>LAFS.910.RI.1.2; LAFS.910.RI.2.5; LAFS.910.RI.3.8; LAFS.910.RI.1.10; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.1.1d; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.L.1.1; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.6</p>
Unit 2	Activity 2.14: Taking a Stand on Legal Issues	<p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.RI.3.9: 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.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.6</p>
Unit 2	Activity 2.15: Taking a Stand Against Hunger	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1e; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.SL.1.2; LAFS.910.SL.2.4; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.16: Taking a Stand on Truth and Responsibility	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RI.1.10: By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.W.1.1b; LAFS.910.W.1.1d; LAFS.910.W.2.4; LAFS.910.SL.1.1b; LAFS.910.SL.1.1d; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.6</p>
Unit 2	Activity 2.17: Taking a Stand Against Exploitation	<p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.2.6; W.9-10.10; LAFS.910.L.1.1; LAFS.910.L.1.2</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Embedded Assessment 2: Creating an Argument	<p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.</p> <p>LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.7; LAFS.910.W.1.10; LAFS.910.L.1.2c; LAFS.910.L.2.3
Unit 3	Activity 3.1: Previewing the Unit	<p>LAFS.910.W.1.10: 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.</p> <p>LAFS.910.L.3.6: 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.</p>	
Unit 3	Activity 3.2: Proverbs and Folktales	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.10; LAFS.910.W.3.9a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.3: Researching Context	<p>LAFS.910.W.3.8: 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.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	LAFS.910.W.3.7; LAFS.910.SL.1.2; LAFS.910.SL.2.6; LAFS.910.L.3.6
Unit 3	Activity 3.4: Culture Wheel	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	LAFS.910.RL.1.10; LAFS.910.W.3.7; LAFS.910.L.3.4b; LAFS.910.L.3.4c; LAFS.910.L.3.6
Unit 3	Activity 3.5: Father and Son	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.6; LAFS.910.L.3.4a; LAFS.910.L.3.4b
Unit 3	Activity 3.6: Character in Conflict	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	LAFS.910.RL.1.3; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.2.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.7: Family Ties	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.3.9a: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	LAFS.910.RL.1.1; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 3	Activity 3.8: Sacrificial Son	<p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	LAFS.910.RL.1.1; LAFS.910.W.1.2a; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.SL.2.5; LAFS.910.L.3.6

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.9: Cultural Change	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.3.9a: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>LAFS.910.RL.1.1; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.3a; LAFS.910.W.1.3b; LAFS.910.W.1.3d; LAFS.910.W.1.3e; LAFS.910.W.2.4; LAFS.910.W.2.6; LAFS.910.W.3.8; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b</p>
Unit 3	Embedded Assessment 1: Researching and Comparing Pre- and Postcolonial Ibo Culture	<p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>	LAFS.910.W.3.8



Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.10: Previewing Embedded Assessment 2 and Creating a Tableau	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.SL.1.1b
Unit 3	Activity 3.11: Ibo Norms and Values	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.910.W.3.9a: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	LAFS.910.RL.1.2; LAFS.910.RL.2.6; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1c; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.12: RAFTing with Chielo	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>LAFS.910.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	LAFS.910.RL.2.5; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.3b; LAFS.910.W.1.3d; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c
Unit 3	Activity 3.13: Acts of Violence	<p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	LAFS.910.RL.1.1; LAFS.910.RL.2.6; LAFS.910.RL.1.10
Unit 3	Activity 3.14: Gender Views	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	LAFS.910.RL.1.10; LAFS.910.SL.1.1c; LAFS.910.L.3.4b; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.15: A Tragic Hero?	<p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.L.3.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	LAFS.910.RL.1.1; LAFS.910.W.1.2b; LAFS.910.W.1.2f; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 3	Activity 3.16: Colliding Cultures	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	LAFS.910.RL.1.10; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d
Unit 3	Activity 3.17: Cultural Misunderstandings	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	LAFS.910.RL.1.10; LAFS.910.L.1.1b; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.18: Poetic Connections	<p>LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.RL.3.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	LAFS.910.RL.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.2.4; LAFS.910.SL.2.6; LAFS.910.L.3.6
Unit 3	Activity 3.19: A Letter to the District Commissioner	<p>LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.1.10; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 3	LC 3.19: Language Checkpoint: Using Noun Agreement	<p>LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.910.L.1.2: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LAFS.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.20: The Author's Perspective	<p>LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p>	<p>LAFS.910.RI.1.2; LAFS.910.RI.2.4;</p> <p>LAFS.910.RI.1.10; LAFS.910.SL.1.1c;</p> <p>LAFS.910.SL.2.4; LAFS.910.L.3.5a;</p> <p>LAFS.910.L.3.6</p>
Unit 3	Embedded Assessment 2: Writing a Literary Analysis Essay	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>LAFS.910.W.2.6; LAFS.910.W.3.7;</p> <p>LAFS.910.W.3.8; LAFS.910.W.3.9a;</p> <p>LAFS.910.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.1: Previewing the Unit	LAFS.910.W.1.10: 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. LAFS.910.L.3.6: 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.	LAFS.910.RL.1.10
Unit 4	Activity 4.2: Characterization	LAFS.910.L.3.6: 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.	
Unit 4	Activity 4.3: Voices from Literature	LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	LAFS.910.RL.1.1; LAFS.910.RL.1.3, LAFS.910.L.3.4c; LAFS.910.L.3.6
Unit 4	Activity 4.4: Original Monologues	LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.W.1.10: 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.	LAFS.910.RL.2.6; LAFS.910.W.2.5; LAFS.910.SL.1.1a; LAFS.910.SL.2.6
Unit 4	Activity 4.5: Reflecting on Performance	LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	LAFS.910.W.1.10; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.6: Oral Interpretation of Literature	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	LAFS.910.SL.2.4; LAFS.910.L.1.2a; LAFS.910.L.1.2b; LAFS.910.L.3.4b
Unit 4	Embedded Assessment 1: Presenting an Oral Interpretation of Literature	LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. LAFS.910.W.1.10: 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. LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. LAFS.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	LAFS.910.RL.1.3; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.3.9; LAFS.910.L.1.2a
Unit 4	Activity 4.7: Previewing Embedded Assessment 2 and Introducing Greek Drama	LAFS.910.W.1.10: 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. LAFS.910.L.3.6: 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.	LAFS.910.RI.1.1

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.8: A Tragic Family	LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.910.L.3.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	LAFS.910.RI.1.1; LAFS.910.W.1.2a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b
Unit 4	Activity 4.9: Soul Sisters	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LAFS.910.RL.2.5; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.SL.2.6; LAFS.910.L.1.1a; LAFS.910.L.3.5b; LAFS.910.L.3.6
Unit 4	Activity 4.10: Chorus Lines	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.L.3.6: 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.	LAFS.910.RL.2.5
Unit 4	Activity 4.11: Enter the King	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LAFS.910.RL.2.6; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.L.3.6
Unit 4	Activity 4.12: Conflicting Motivations	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.L.2.3a; LAFS.910.L.3.5a; LAFS.910.L.3.5b



Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	LC 4.12: Language Checkpoint: Recognizing Frequently Confused Words	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.910.L.1.2: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
Unit 4	Activity 4.13: An Epic Foil	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	LAFS.910.RL.2.6; LAFS.910.W.2.4; LAFS.910.W.3.9a; LAFS.910.L.3.6
Unit 4	Activity 4.14: Odes to Love and Death	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	LAFS.910.RL.2.4; LAFS.910.RL.2.5; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1c; LAFS.910.L.3.4a; LAFS.910.L.3.5a
Unit 4	Activity 4.15: Tragic Hero	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.1.2b; LAFS.910.W.1.2c; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.W.1.10; LAFS.910.L.3.5a; LAFS.910.L.3.5b

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Embedded Assessment 2: Writing a Literary Analysis Essay on Characterization and Theme	<p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.W.1.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.910.W.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>LAFS.910.W.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.3; LAFS.910.RL.2.6; LAFS.910.RL.1.10; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.3.9a; LAFS.910.W.1.10; SL. 9–10.4; LAFS.910.L.1.2c; LAFS.910.L.3.4c
Unit 5	Activity 5.1: Previewing the Unit	LAFS.910.L.3.6: 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.	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.2: The Call to Act	<p>LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.RL.1.1; LAFS.910.RL.1.2; LAFS.910.RL.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.2; LAFS.910.L.3.4a; LAFS.910.L.3.4b
Unit 5	Activity 5.3: Throwing Light on the Subject	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>LAFS.910.L.3.6: 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.</p>	LAFS.910.RI.1.1; LAFS.910.W.1.2a; LAFS.910.W.1.2b; LAFS.910.W.1.2d; LAFS.910.W.1.3a; LAFS.910.W.1.3b; LAFS.910.W.1.3d; LAFS.910.W.1.3e; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.2; LAFS.910.L.3.4a; LAFS.910.L.3.4b
Unit 5	Activity 5.4: That’s Just the Way It Is	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.RI.1.1; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1d; LAFS.910.W.1.10; LAFS.910.L.3.4; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.5: Previewing The 11th Hour	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.W.1.10; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 5	Activity 5.6: The Nature of the Problem: Evaluating Causal Claims	<p>LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>LAFS.910.W.1.2b: 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.</p>	LAFS.910.W.1.2a; LAFS.910.W.1.2d; LAFS.910.W.1.2e; LAFS.910.W.2.4; LAFS.910.SL.1.1a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.7: The Art of Objectivity: Writing an Effective Summary	<p>LAFS.910.RI.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>LAFS.910.W.2.4; LAFS.910.W.2.5;                      LAFS.910.W.1.10; LAFS.910.SL.1.1a;                      LAFS.910.SL.1.1c; LAFS.910.SL.1.3;                      LAFS.910.SL.2.4; LAFS.910.SL.2.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.8: Questioning Appeals	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.W.1.1c; LAFS.910.W.1.1d; LAFS.910.W.1.10; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 5	Activity 5.9: The Ethics of Persuasion	<p>LAFS.910.RI.1.2: 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.</p> <p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.RI.1.1; LAFS.910.RI.2.4; LAFS.910.W.1.1a; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 5	LC 5.9: Language Checkpoint: Recognizing Conventional Expression	<p>LAFS.910.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.10: Refutation and Reputation	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RI.3.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. LAFS.910.RI.3.8: 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.	LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.2.4; LAFS.910.W.3.9b; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.L.3.6
Unit 5	Activity 5.11: Exploring One Conflict Together	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LAFS.910.RI.1.2: 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. LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.	LAFS.910.RI.1.10; LAFS.910.W.1.1; LAFS.910.W.1.10; LAFS.910.SL.1.1c; LAFS.910.L.1.1b; LAFS.910.L.3.6
Unit 5	Activity 5.12: A World of Conflicts	LAFS.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. LAFS.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LAFS.910.W.3.8; LAFS.910.SL.1.1a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.13: What's at Stake?	<p>LAFS.910.RI.2.6: 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.</p> <p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.W.3.8: 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.</p>	LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.5; LAFS.910.RI.1.10; LAFS.910.W.3.7; LAFS.910.L.3.4; LAFS.910.L.3.6
Unit 5	Activity 5.14: What's at Stake? Part Two	<p>LAFS.910.W.3.8: 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.</p>	LAFS.910.L.1.2; LAFS.910.L.3.4b
Unit 5	Activity 5.15: Crafting Your Position Paper	<p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.W.3.8: 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.</p>	LAFS.910.RI.1.2; LAFS.910.W.1.1c; LAFS.910.W.1.1d; LAFS.910.W.1.1e; LAFS.910.SL.1.2; LAFS.910.L.2.3a



Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.16: Language and Writer's Craft: Documenting Your Claims	<p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>LAFS.910.W.3.8: 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.</p> <p>LAFS.910.L.2.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>LAFS.910.L.2.3a: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.</p>	LAFS.910.RI.1.1; LAFS.910.W.2.4; LAFS.910.W.1.10
Unit 5	Embedded Assessment 1: Presenting a Solution to an Environmental Conflict	<p>LAFS.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claims(s), counterclaims, reasons, and evidence.</p> <p>LAFS.910.W.1.1b: 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.</p> <p>LAFS.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.</p> <p>LAFS.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>LAFS.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	LAFS.910.W.1.1; LAFS.910.W.2.4; LAFS.910.W.2.5; LAFS.910.W.2.6; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.SL.1.2; LAFS.910.SL.2.5; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.2.3a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.17: Previewing Embedded Assessment 2 and Documentary Film	<p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>LAFS.910.L.3.6: 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.</p>	
Unit 5	Activity 5.18: Setting the Mode and Tone	<p>LAFS.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>LAFS.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.910.W.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.1.1; LAFS.910.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.19: Documentary Film Techniques	<p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.910.SL.1.1a: 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.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>LAFS.910.W.2.6; LAFS.910.SL.1.1b; LAFS.910.SL.1.1c; LAFS.910.SL.1.1d; LAFS.910.L.3.6</p>
Unit 5	Activity 5.20: Arguments with Film	<p>LAFS.910.RI.3.8: 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.</p> <p>LAFS.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>LAFS.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>LAFS.910.W.2.4; LAFS.910.W.1.10; LAFS.910.SL.2.6; LAFS.910.L.3.6</p>

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Embedded Assessment 2: Representing an Argument in a Documentary Film	<p>LAFS.910.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>LAFS.910.W.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>LAFS.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>LAFS.910.W.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>LAFS.910.W.1.1a; LAFS.910.W.1.1b; LAFS.910.W.1.1c; LAFS.910.W.1.1d; LAFS.910.W.1.1e; LAFS.910.W.3.8; LAFS.910.W.1.10; LAFS.910.SL.1.1a; LAFS.910.SL.2.5; LAFS.910.SL.2.6</p>