

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.1 Previewing the Unit	LAFS.1112.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.1112.W.1.10
Unit 1	Activity 1.2 Defining a Word, Idea, or Concept	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.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.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2c; LAFS.1112.L.3.5b
Unit 1	Activity 1.3 America's Promise	LAFS.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. LAFS.1112.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, including determining where the text leaves matters uncertain.	LAFS.1112.RL.1.1; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.3.9a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.1.2a; LAFS.1112.L.3.6
Unit 1	LC 1.3 Language Checkpoint: Placing Modifiers	LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.1112.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 11–12 here.)	

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Unit 1	Activity 1.4 America's Voices	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.3.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.2.4;</p> <p>LAFS.1112.RL.1.10;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.1.10</p>
Unit 1	Activity 1.5 Fulfilling the Promise	<p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.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 11–12.)</p> <p>LAFS.1112.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.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.2.5;</p> <p>LAFS.1112.RL.2.6;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.1.2b;</p> <p>LAFS.1112.W.1.2d; LAFS.1112.W.2.4;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10;</p> <p>LAFS.1112.SL.1.1a</p>

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Unit 1	Activity 1.6 Defining an American	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.W.1.2a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.L.3.4a; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d; LAFS.1112.L.3.5a</p>
Unit 1	Activity 1.7 A Hyphenated American	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>LAFS.1112.RI.2.4; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.3.9b; LAFS.1112.L.1.2a</p>
Unit 1	Activity 1.8 Researching Images of America	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.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.1112.RL.1.10; LAFS.1112.RI.2.4; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.2; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6; LAFS.1112.L.3.6</p>

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Unit 1	Activity 1.9 What Is Freedom?	<p>LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	LAFS.1112.RI.1.1; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.SL.1.1c
Unit 1	Activity 1.10 Strategies for Defining Freedom	<p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.1112.W.1.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	LAFS.1112.W.1.2a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b

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Unit 1	Embedded Assessment 1: Writing a Definition Essay	<p>LAFS.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headlines), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.1112.W.1.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.1112.W.1.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>LAFS.1112.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.1112.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.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.3.7;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.3.9b;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.1.2b;</p> <p>LAFS.1112.L.2.3a</p>
Unit 1	Activity 1.11 Previewing Embedded Assessment 2 and Synthesizing Ideas	<p>LAFS.1112.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.1112.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 1	Activity 1.12 Annotating an Argumentative Text	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.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>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.1.3;</p> <p>LAFS.1112.RI.2.4; LAFS.1112.RI.2.5;</p> <p>LAFS.1112.RI.2.6; LAFS.1112.RI.1.10;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.1.2b;</p> <p>LAFS.1112.W.1.2c; LAFS.1112.L.3.5b</p>

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Unit 1	Activity 1.13 The Structure of an Argument	<p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>LAFS.1112.RI.1.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LAFS.1112.L.1.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.5; LAFS.1112.RI.3.8; LAFS.1112.W.1.1a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.L.2.3a</p>
Unit 1	Activity 1.14 Coming to America	<p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.RL.3.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.2.5; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.L.3.5b</p>
Unit 1	Activity 1.15 Money and the American Dream	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.1a; LAFS.1112.W.1.1c; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.4a; LAFS.1112.L.3.5a; LAFS.1112.L.3.6</p>

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Unit 1	Activity 1.16 Working Toward the Dream	LAFS.1112.RI.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.10; LAFS.1112.RI.1.1; LAFS.1112.RI.1.3; LAFS.1112.W.1.1a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.3.6
Unit 1	Activity 1.17 The Road to Success	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	LAFS.1112.RI.1.3; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.2.3; LAFS.1112.L.3.6
Unit 1	Activity 1.18 American Dream: Real or Imagined	LAFS.1112.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.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. LAFS.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	LAFS.1112.RL.2.4; LAFS.1112.W.1.1a; LAFS.1112.W.3.9a; LAFS.1112.W.3.9b; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.3; LAFS.1112.SL.2.6

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Unit 1	Embedded Assessment 2: Synthesizing the American Dream	<p>LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.1112.W.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>LAFS.1112.W.1.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>LAFS.1112.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.1112.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.7; LAFS.1112.W.3.9a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.L.2.3a</p>
Unit 2	Activity 2.1 Previewing the Unit	<p>LAFS.1112.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>	<p>LAFS.1112.W.1.10</p>
Unit 2	Activity 2.2 Preparing to Read The Crucible: Setting Context	<p>LAFS.1112.RL.3.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>LAFS.1112.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>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.10; LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6, LAFS.1112.RI.3.9; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.1.1a; LAFS.1112.L.3.4a</p>

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Unit 2	Activity 2.3 Salem Society: Meet the Characters	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	LAFS.1112.SL.1.1a; LAFS.1112.L.1.1a; LAFS.1112.L.3.4a; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d; LAFS.1112.L.3.6
Unit 2	Activity 2.4 The Beginnings of Characterization	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p>	LAFS.1112.RL.1.3, LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2c; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.6
Unit 2	Activity 2.5 Pivotal Scene 1: Considering Interpretations	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	LAFS.1112.RL.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6
Unit 2	Activity 2.6 Analyzing the Elements of a Script	<p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.RL.2.5: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>LAFS.1112.RL.1.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LAFS.1112.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 11–12.)</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.7 Illuminating Hysteria: Characters, Conflict, and Social Commentary	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.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.1112.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RI.1.1; LAFS.1112.W.1.3b; LAFS.1112.W.1.3d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.8 Conflicts in Salem	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.1.10</p>
Unit 2	Activity 2.9 Speaking Like a Puritan	<p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.1112.L.3.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>LAFS.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>LAFS.1112.L.3.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.1.10; LAFS.1112.W.1.3a; LAFS.1112.W.1.3b; LAFS.1112.W.1.3c; LAFS.1112.W.1.3d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.1.1a; LAFS.1112.L.1.1b; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.10 Rising Action	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	LAFS.1112.RL.2.5; LAFS.1112.RL.1.10; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1c
Unit 2	Activity 2.11 Pivotal Scene 2: Proctor and Elizabeth	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	LAFS.1112.RL.1.3; LAFS.1112.RL.1.10; LAFS.1112.SL.1.1a
Unit 2	Activity 2.12 Courtroom Drama: Evidence and Confession	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. LAFS.1112.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.1112.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	LAFS.1112.RL.1.10; LAFS.1112.W.1.3c; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.2.6
Unit 2	Activity 2.13 The Role of Irony in Climax	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.3.5b; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.14 Speaking Out	<p>LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>LAFS.1112.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.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS.1112.RI.3.8; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.15 Integrity Rises to the Top: Writing Dialogue	<p>LAFS.1112.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.1112.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.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.3a; LAFS.1112.W.1.3c; LAFS.1112.W.1.3d; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.16 Contemporary Conflicts	<p>LAFS.1112.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.1112.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.1112.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.1112.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>LAFS.1112.W.1.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Embedded Assessment 1: Creating and Performing a Dramatic Scene	<p>LAFS.1112.W.1.3a: a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s)of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>LAFS.1112.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.1112.W.1.3c: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>LAFS.1112.W.1.3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>LAFS.1112.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>	<p>LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.2.6; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6</p>
Unit 2	Activity 2.17 Previewing Embedded Assessment 2 and Speaking Skills	<p>LAFS.1112.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.1112.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.1112.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>	<p>LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>
Unit 2	Activity 2.18 American Rhetoric: Historical Context	<p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.W.1.1a; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.19 The Power of Rhetoric	<p>LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>LAFS.1112.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.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS.1112.RI.2.5; LAFS.1112.W.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.1.2e; LAFS.1112.W.1.2f; LAFS.1112.W.2.5; LAFS.1112.SL.1.1a; LAFS.1112.L.3.5a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.20 The Appeal of Rhetoric	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>LAFS.1112.RI.1.3; LAFS.1112.RI.2.5; LAFS.1112.RI.1.2; LAFS.1112.W.1.1a; LAFS.1112.W.1.1b; LAFS.1112.W.1.1c; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.21 Planning the Delivery	<p>LAFS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.2.6; LAFS.1112.RI.3.8; LAFS.1112.W.2.5; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.22 One Last Stand with Syntax	<p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p> <p>LAFS.1112.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.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.2.5; LAFS.1112.RI.3.8; LAFS.1112.W.1.2c; LAFS.1112.W.1.2d; LAFS.1112.W.1.2e; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.3; LAFS.1112.SL.2.5; LAFS.1112.L.3.6</p>
Unit 2	LC 2.22 Language Checkpoint: Writing Logical Comparisons	<p>LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.1112.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.1112.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 11–12 here.)</p>	
Unit 2	Activity 2.23 Explain How an Author Builds an Argument	<p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.RI.2.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>LAFS.1112.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.1112.RI.1.1, LAFS.1112.RI.1.3, LAFS.1112.RI.2.4, LAFS.1112.W.1.2a, LAFS.1112.W.1.2b, LAFS.1112.W.1.2c, LAFS.1112.W.1.2d, LAFS.1112.W.1.2e, LAFS.1112.W.1.2f, LAFS.1112.L.1.1, LAFS.1112.L.1.2, LAFS.1112.L.2.3</p>

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.24 Vocal Delivery	LAFS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LAFS.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.2.6; LAFS.1112.L.2.3a; LAFS.1112.L.3.6
Unit 2	Embedded Assessment 2: Writing and Presenting a Persuasive Speech	LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. LAFS.1112.W.1.1b: Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. LAFS.1112.W.1.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. LAFS.1112.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.1112.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.	LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.2.4; LAFS.1112.SL.2.6; LAFS.1112.L.2.3a
Unit 3	Activity 3.1 Previewing the Unit	LAFS.1112.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.1112.RL.1.10; LAFS.1112.RI.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.2 Rights and Responsibility	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.RI.2.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.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.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.3.8; LAFS.1112.W.2.4; LAFS.1112.SL.1.1a; LAFS.1112.L.1.1a; LAFS.1112.L.1.1b; LAFS.1112.L.3.4b; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.3 Introducing the Media	<p>LAFS.1112.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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>LAFS.1112.RI.2.6; LAFS.1112.W.2.4; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.3</p>
Unit 3	Activity 3.4 The Newspaper Debate	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.RI.1.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.4b; LAFS.1112.RI.2.6; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	LC 3.4 Language Checkpoint: Recognizing Frequently Confused Words	LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Unit 3	Activity 3.5 News or Views: A Closer Look	LAFS.1112.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, including determining where the text leaves matters uncertain. RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of opposing claims, and create an organization that establishes clear the claim(s), distinguish the claim(s) from alternate or opposing claims, relationships among claim(s), counterclaims, reasons, and evidence. LAFS.1112.W.1.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. LAFS.1112.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.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.6 The Bias of Rhetoric	<p>LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	LAFS.1112.SL.1.1b; LAFS.1112.L.3.6
Unit 3	Activity 3.7 Fair and Balanced	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	LAFS.1112.RI.1.3; LAFS.1112.W.1.10; LAFS.1112.SL.1.1; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.8 How to Read an Editorial	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.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.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.9 How to Write an Editorial	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.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.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.W.1.1b; LAFS.1112.W.1.1d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a</p>
Unit 3	Activity 3.10 Where's Your Proof?	<p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.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.1112.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.1112.RI.1.1; LAFS.1112.W.2.4; LAFS.1112.SL.1.1a</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.11 Reading and Writing a Letter to the Editor	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>LAFS.1112.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.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>LAFS.1112.RI.2.5; LAFS.1112.RI.2.6; LAFS.1112.W.1.1d; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.12 Fallacies 101	<p>LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>LAFS.1112.SL.1.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>LAFS.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>LAFS.1112.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.13 How to Read and Write an Editorial Cartoon	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>LAFS.1112.RI.2.6; LAFS.1112.W.2.5; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.2.6; LAFS.1112.L.1.2b; LAFS.1112.L.3.5b; LAFS.1112.L.3.6</p>
Unit 3	Embedded Assessment 1: Creating an Op-Ed News Project	<p>LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>LAFS.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.1112.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.1112.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.1112.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.1112.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.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.14 Previewing Embedded Assessment 2 and Introducing Satire	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.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.1112.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.1112.RI.3.7; LAFS.1112.SL.1.1
Unit 3	Activity 3.15 Identifying the Elements of Satire	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>LAFS.1112.L.3.4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	LAFS.1112.RL.2.4; LAFS.1112.W.1.2; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.L.3.4b; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.16 The Satirical Spectrum	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>LAFS.1112.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.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.1112.W.1.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	LAFS.1112.SL.1.1a; LAFS.1112.L.3.5; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.17 The Tone of Satire	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.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.1112.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>LAFS.1112.RL.2.4; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.18 Writing a Parody	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.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.1112.W.1.3a: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.3b; LAFS.1112.W.1.3c; LAFS.1112.W.1.3d; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.19 Need Some Advice?	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.RL.1.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.20 Twain in Twain	<p>LAFS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>LAFS.1112.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.1112.SL.1.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.SL.2.5; LAFS.1112.L.2.3a</p>
Unit 3	Activity 3.21 The Satirical Critique	<p>LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>LAFS.1112.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 11–12.)</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.2.5; LAFS.1112.W.2.4; LAFS.1112.W.2.6; LAFS.1112.W.3.7; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 3	Embedded Assessment 2: Writing a Satirical Piece	<p>LAFS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>LAFS.1112.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 11–12.)</p> <p>LAFS.1112.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.1112.L.1.2b: Spell correctly.</p> <p>LAFS.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.1 Previewing the Unit	LAFS.1112.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 4.2 Searching for Meaning	LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). LAFS.1112.RI.3.9: Analyze eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research LAFS.1112.W.3.9b: Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	LAFS.1112.RL.3.9; LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.5; LAFS.1112.RI.2.6; LAFS.1112.RI.3.9; LAFS.1112.W.1.1; LAFS.1112.W.1.2; LAFS.1112.W.2.4; LAFS.1112.W.3.9; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.1.2; LAFS.1112.L.2.3a; LAFS.1112.L.3.4a; LAFS.1112.L.3.5a; LAFS.1112.L.3.6
Unit 4	Activity 4.3 Re-Searching for Meaning	LAFS.1112.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.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.2.5; LAFS.1112.L.3.6
Unit 4	Activity 4.4 Another Transcendental View	LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	LAFS.1112.RI.3.7; LAFS.1112.W.1.1b; LAFS.1112.W.1.1c; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.5 Linking the Past to the Present	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)	LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.1.10; LAFS.1112.W.2.5
Unit 4	Activity 4.6 Drafting My Credo	LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. LAFS.1112.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.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. LAFS.1112.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.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2c; LAFS.1112.W.1.2f; LAFS.1112.W.1.10; LAFS.1112.L.1.1; LAFS.1112.L.1.2; LAFS.1112.L.3.6
Unit 4	LC 4.6 Language Checkpoint: Using Commas, Parentheses, and Dashes	LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Unit 4	Activity 4.7 Revising My Credo	LAFS.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	LAFS.1112.W.2.5
Unit 4	Activity 4.8 Framing the Subject	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	LAFS.1112.RI.1.2; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.1.2a; W11–12.2b; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; W. 11–12.10; LAFS.1112.L.1.1a; LAFS.1112.L.1.1b; LAFS.1112.L.3.6
Unit 4	Activity 4.9 Meeting Christopher McCandless	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	LAFS.1112.RI.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.10 Literary Connection	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	LAFS.1112.RI.1.2; LAFS.1112.RI.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.3.6
Unit 4	Activity 4.11 Shedding Light	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	LAFS.1112.RI.1.3; LAFS.1112.RI.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.2.6
Unit 4	Activity 4.12 Meaning Through Structure	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	LAFS.1112.RI.1.3; LAFS.1112.RI.1.10; LAFS.1112.W.1.1a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.W.1.10
Unit 4	Activity 4.13 A Personal Perspective	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. LAFS.1112.W.1.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. LAFS.1112.W.1.1a: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.1.1b; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.L.3.6
Unit 4	Activity 4.14 A Personal Perspective on Style	LAFS.1112.L.2.3a: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	RI.11–6; LAFS.1112.W.2.5; LAFS.1112.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.15 Reflecting on Life Experiences	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>LAFS.1112.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 11–12.)</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.5; LAFS.1112.RI.1.10; LAFS.1112.W.1.3a; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>
Unit 4	Activity 4.16 Making Your Choice	<p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.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 11–12.)</p>	
Unit 4	Embedded Assessment 1: Writing a Personal Essay	<p>LAFS.1112.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.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>LAFS.1112.W.1.3a; LAFS.1112.W.1.3b; LAFS.1112.W.1.3c; LAFS.1112.W.1.3d; LAFS.1112.W.1.3e; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.1.2b</p>
Unit 4	Activity 4.17 Previewing Embedded Assessment 2 and Style	<p>LAFS.1112.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>	<p>LAFS.1112.W.2.5; LAFS.1112.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.18 Searching for the Author	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>LAFS.1112.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.1112.W.1.1a; LAFS.1112.W.1.1b; LAFS.1112.W.1.1c; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>
Unit 4	LC 4.18 Language Checkpoint: Using Subject-Verb Agreement	<p>LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.1112.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 grade 11–12 here.)</p>	
Unit 4	Activity 4.19 Many Ways of Showing	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	LAFS.1112.W.2.5; LAFS.1112.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.20 The Nuts and Bolts of the Multi-Genre Research Project	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>LAFS.1112.RI.1.2; LAFS.1112.W.2.4; LAFS.1112.W.3.8; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 4	Activity 4.21 Exploring, Recording, and Imagining Research	<p>LAFS.1112.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 11–12.)</p> <p>LAFS.1112.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.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.2.5; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 4	Activity 4.22 Melding Facts, Interpretation, and Imagination	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p>LAFS.1112.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.1112.RI.2.5; LAFS.1112.W.2.5</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.23 Meeting in the Middle	LAFS.1112.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 11–12.)	LAFS.1112.W.2.4; LAFS.1112.W.3.7; LAFS.1112.W.3.8; LAFS.1112.W.3.9; LAFS.1112.W.1.10; LAFS.1112.SL.1.1; LAFS.1112.SL.1.1a; LAFS.1112.L.2.3
Unit 4	Activity 4.24 Thematic Threads to Create Flow	LAFS.1112.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 11–12.) LAFS.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.3.6
Unit 4	Activity 4.25 Organizing the Multi-Genre Research Project	LAFS.1112.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.1112.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. LAFS.1112.W.1.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	LAFS.1112.W.1.2d; LAFS.1112.W.1.2e; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.8; LAFS.1112.W.1.10

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Embedded Assessment 2: Creating a Multi-Genre Research Project	<p>LAFS.1112.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.1112.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.1112.W.1.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>LAFS.1112.W.1.2d;</p> <p>LAFS.1112.W.1.2e;</p> <p>LAFS.1112.W.1.2f;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.3.7; LAFS.1112.W.3.8;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.1.2b</p>
Unit 5	Activity 5.1 Previewing the Unit	<p>LAFS.1112.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 5.2 Developing Research Questions	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.3.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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.1112.RI.1.1; LAFS.1112.RI.1.2,</p> <p>LAFS.1112.RI.1.3; LAFS.1112.RI.2.4;</p> <p>LAFS.1112.RI.2.5; LAFS.1112.RI.1.10;</p> <p>LAFS.1112.W.3.7; LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.3 The Historical Context of the Harlem Renaissance	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.W.1.2 Write informative/explanatory texts, including career developed documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.3.7; LAFS.1112.RL.3.9; LAFS.1112.RL.1.10; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.RI.3.7; LAFS.1112.RI.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2c; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.7; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.4 Synthesizing Facts, Interpretations, and Media Formats	<p>LAFS.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p>LAFS.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>LAFS.1112.W.2.5; LAFS.1112.W.3.7; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.2.5</p>
Unit 5	Activity 5.5 Documenting Your Sources	<p>LAFS.1112.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.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p>LAFS.1112.SL.1.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.1.2</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.6 Finalizing Research	<p>LAFS.1112.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.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.1112.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.1112.W.1.2c; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.8; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.3.6</p>
Unit 5	Embedded Assessment 1: Presenting a Literary Movement: The Harlem Renaissance	<p>LAFS.1112.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.1112.W.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.</p> <p>LAFS.1112.SL.1.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>LAFS.1112.SL.1.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2c; LAFS.1112.W.1.2d; LAFS.1112.W.1.2e; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6; LAFS.1112.L.1.2b</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.7 Previewing Embedded Assessment 2	LAFS.1112.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.1112.SL.1.1
Unit 5	Activity 5.8 “A Unity of Opposites”	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. LAFS.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. LAFS.1112.L.3.5a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	RL.11–2.1; LAFS.1112.RL.2.4; LAFS.1112.RL.3.7; RI.11–2.2; RI.11–2.4; RI.11–2.10; LAFS.1112.W.1.2a; LAFS.1112.W.3.7; LAFS.1112.W.3.9b; W.11–2.10; LAFS.1112.L.2.3a; LAFS.1112.L.3.4a; LAFS.1112.L.3.6
Unit 5	Activity 5.9 The Tradition of Dialect	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.1.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. LAFS.1112.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.1112.W.1.2a : Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures and tables), and multimedia when useful to aiding comprehension.	LAFS.1112.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.2.6; LAFS.1112.W.1.2c; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.1.1a; LAFS.1112.L.2.3a; LAFS.1112.L.3.4a; LAFS.1112.L.3.5a; LAFS.1112.L.3.6
Unit 5	LC 5.9 Language Checkpoint: Punctuating Complete Sentences	LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.1112.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.	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.10 Janie's Return Home	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.3.9; LAFS.1112.RL.1.10; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.11 Nanny's Story	<p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.3.9; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.1.2; LAFS.1112.L.3.5a; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.12 Nanny, Janie, and Logan	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.3.9; RL.11–2.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.13 Janie's New Life	<p>LAFS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>LAFS.1112.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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>LAFS.1112.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>RL.11–2.1; RL.11–2.3; RL.11–2.5; LAFS.1112.RL.3.9; RL.11–2.10; LAFS.1112.W.1.1a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.L.1.1; LAFS.1112.L.1.2; LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.14 Janie's "Route of Tradition"	<p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p>LAFS.1112.RL.1.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>LAFS.1112.RL.1.2; LAFS.1112.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.3.9; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2f; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.7; LAFS.1112.W.1.10; LAFS.1112.SL.1.1</p>
Unit 5	Activity 5.15 Discussion Groups	<p>LAFS.1112.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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.)</p> <p>LAFS.1112.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.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.3.9; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.16 The End of a Long Journey	LAFS.1112.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, including determining where the text leaves matters uncertain. LAFS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	LAFS.1112.RL.1.3; LAFS.1112.RL.3.9; LAFS.1112.RL.1.10; LAFS.1112.W.3.7; LAFS.1112.SL.1.1; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d
Unit 5	Activity 5.17 Reviewing the Reviews	LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. LAFS.1112.W.3.9a: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). LAFS.1112.W.3.9b: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”). LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. LAFS.1112.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.	LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.6; LAFS.1112.RI.1.10; LAFS.1112.W.1.1a; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.1.2; LAFS.1112.L.3.5; LAFS.1112.L.3.6
Unit 5	Activity 5.18 Oprah Winfrey Presents	LAFS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) LAFS.1112.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. LAFS.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting (e.g., headings), graphics (e.g., figures and tables), and multimedia when useful to aiding comprehension.	LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Embedded Assessment 2: Writing an Analytical Essay	<p>LAFS.1112.W.1.2a: Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>LAFS.1112.W.1.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>LAFS.1112.W.1.2c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>LAFS.1112.W.1.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>LAFS.1112.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.1112.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>LAFS.1112.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.1112.RL.1.10; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.L.1.2b; LAFS.1112.L.2.3a</p>