

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.RL.1.10
Unit 1	Activity 1.2: Perception Is Everything	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. 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.1.2a; LAFS.1112.W.1.2c; LAFS.1112.W.2.5; LAFS.1112.W.2.6; LAFS.1112.SL.1.1a
Unit 1	Activity 1.3: Importance of Perspective	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.W.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	LAFS.1112.W.1.3d; LAFS.1112.L.3.6
Unit 1	Activity 1.4: Introducing Reader Response Criticism	LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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.) LAFS.1112.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	LAFS.1112.W.1.2a; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 1	Activity 1.5: Applying Reader Response Criticism	LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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.RL.2.4; LAFS.1112.RL.2.5; LAFS.1112.RL.1.10; 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 1	Activity 1.6: Different Ways of Seeing the World	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.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.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.W.1.10
Unit 1	Activity 1.7: The Visual Argument	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.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.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.W.1.10

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Unit 1	Activity 1.8: Seeing the World from My Perspective	<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.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.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	LAFS.1112.RL.1.1; LAFS.1112.RL.2.4; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.L.3.6
Unit 1	Activity 1.9: Another Perspective on the World	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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>	LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.1.10; LAFS.1112.L.3.6
Unit 1	Activity 1.10: A Symbolic Perception of Self	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.3d: 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.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>	LAFS.1112.RL.2.4; LAFS.1112.W.1.2a; 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
Unit 1	Activity 1.11: Exploring Visual Rhetoric	<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.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.W.1.1a; LAFS.1112.W.2.4

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Unit 1	Activity 1.12: Supporting Argument	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.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.</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.RI.1.2; LAFS.1112.RI.1.3;</p> <p>LAFS.1112.RI.2.5;</p> <p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.SL.1.2</p>
Unit 1	Activity 1.13: Explain How an Author Builds an Argument	<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.</p>	<p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.L.1.1a; LAFS.1112.L.3.4a;</p> <p>LAFS.1112.L.3.4c; LAFS.1112.L.3.4d;</p> <p>LAFS.1112.L.3.6</p>
Unit 1	Activity 1.14: Digging Deeper for Meaning	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.1.3: 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.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>LAFS.1112.RI.1.2;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.1.2b;</p> <p>LAFS.1112.W.1.2c;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.3.9b;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.2.3a</p>
Unit 1	LC 1.14 Language Checkpoint: Placing Modifiers	<p>LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

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Unit 1	Activity 1.15: Writing an Argument	<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.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>	<p>LAFS.1112.W.1.1b; LAFS.1112.W.1.1d; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.2.6; LAFS.1112.W.1.10</p>
Unit 1	Embedded Assessment 1: Creating an Argumentative Photo Essay	<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.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.1.10: 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.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
Unit 1	Activity 1.16: Previewing Embedded Assessment 2	<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>	

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Unit 1	Activity 1.17: What Is Cultural Criticism?	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.3; LAFS.1112.RL.2.6; LAFS.1112.W.1.2a; LAFS.1112.W.2.4; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 1	Activity 1.18: Imperialism: A Poetic Conversation	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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 meanings 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.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.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.2.5; LAFS.1112.RL.2.6; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.L.1.1d; LAFS.1112.L.3.6</p>

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Unit 1	Activity 1.19: Reading with a Cultural Criticism Lens	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.1.3: 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.1.10: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>LAFS.1112.RI.2.4; LAFS.1112.RI.2.5;</p> <p>LAFS.1112.W.1.3a;</p> <p>LAFS.1112.W.1.3c;</p> <p>LAFS.1112.W.1.3d;</p> <p>LAFS.1112.W.1.3e;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 1	Activity 1.20: Being a Stranger	<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.RL.1.1;</p> <p>LAFS.1112.RL.1.3;</p> <p>LAFS.1112.RL.1.10;</p> <p>LAFS.1112.W.1.3b;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.3.5b</p>
Unit 1	Activity 1.21: Understanding the Stranger's Perception of the Village	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.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.1.2; LAFS.1112.RI.1.3;</p> <p>LAFS.1112.RI.2.5;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d;</p> <p>LAFS.1112.L.3.4a; LAFS.1112.L.3.4b;</p> <p>LAFS.1112.L.3.4c;</p> <p>LAFS.1112.L.3.4d; LAFS.1112.L.3.5a;</p> <p>LAFS.1112.L.3.6</p>

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Unit 1	Embedded Assessment 2: Writing a Reflective Essay	<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.W.1.3e: Provide a conclusion that follows from and reflects on what is experienced, solved over the course of the narrative.</p>	LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.1.2b
Unit 2	Activity 2.1: 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
Unit 2	Activity 2.2: A Closer Look: Archetypal Perspective	<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>	

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Unit 2	Activity 2.3: Viewing the Subjects	<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.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.W.1.2a; LAFS.1112.W.1.2f; LAFS.1112.W.1.10</p>
Unit 2	Activity 2.4: Introducing Pygmalion	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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 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.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.W.1.2a ; LAFS.1112.W.1.2b; LAFS.1112.W.1.2e; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.5: Ladies and Gentlemen	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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 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.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.1.3; LAFS.1112.W.1.2b; LAFS.1112.W.1.2c; LAFS.1112.W.2.4; LAFS.1112.W.3.9b; LAFS.1112.W.1.10</p>

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Unit 2	Activity 2.6: Rules of Etiquette	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.3: 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.2.6;</p> <p>LAFS.1112.RL.3.7;</p> <p>LAFS.1112.W.1.3b;</p> <p>LAFS.1112.W.1.3c;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.7: Reading Between the Lines	<p>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).1: Cite strong, thorough, and relevant 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.RL.1.3;</p> <p>LAFS.1112.RL.1.10</p>
Unit 2	Activity 2.8: Examining Eliza's Options	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.1a;</p> <p>LAFS.1112.W.1.3b;</p> <p>LAFS.1112.W.2.4;</p> <p>LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.SL.1.1a</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.9: Transformations	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.3: 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.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.1.3;</p> <p>LAFS.1112.RL.1.10;</p> <p>LAFS.1112.W.1.3b;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.SL.1.1a</p>
Unit 2	Activity 2.10: I Feel a Song Coming On	<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.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.3.9: 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.W.1.2b;</p> <p>LAFS.1112.W.1.2c;</p> <p>LAFS.1112.W.1.2d;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.11: What Does Eliza Do?	<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.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	LAFS.1112.W.2.5; LAFS.1112.W.3.9a; LAFS.1112.L.3.6
Unit 2	Activity 2.12: Examining the Archetypes	<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.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	LAFS.1112.RL.1.1; LAFS.1112.W.1.1a; LAFS.1112.W.1.1b; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.2.3a; LAFS.1112.L.3.6
Unit 2	Activity 2.13: From a Marxist Perspective	<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>	LAFS.1112.RL.1.1; LAFS.1112.RL.1.10; LAFS.1112.W.3.7; LAFS.1112.L.3.4a; LAFS.1112.L.3.6
Unit 2	Activity 2.14: Money, Power, and Class in Pygmalion	<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.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.1.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	LAFS.1112.RL.1.1; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.2.4; LAFS.1112.W.3.9a

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Embedded Assessment 1: Illuminating Pygmalion	<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.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: 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.</p>	<p>LAFS.1112.W.1.2b;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10;</p> <p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.L.1.2b; LAFS.1112.L.2.3a</p>
Unit 2	Activity 2.15: Previewing Embedded Assessment 2 and Feminist Criticism	<p>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.</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	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Activity 2.16: A Reversal of Fortune	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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>	
Unit 2	LC 2.16: Language Checkpoint: Using Commas, Parentheses, and Dashes	<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.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
Unit 2	Activity 2.17: Battle of the Sexes	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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 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.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.2.4; LAFS.1112.RL.1.10; LAFS.1112.W.3.9a; LAFS.1112.W.1.2a; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>
Unit 2	Activity 2.18: Feminist Critique: The Tree of Life	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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; LAFS.1112.RL.2.6; LAFS.1112.L.3.4a</p>
Unit 2	Activity 2.19: One Town’s Attitude: The Feminist Perspective	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.1.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11– CCR text complexity band independently and proficiently.</p>	

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 2	Embedded Assessment 2: Applying a Critical Perspective	<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: 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.RL.1.1; LAFS.1112.RL.1.2; 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.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.L.1.2b; LAFS.1112.L.2.3a</p>
Unit 3	Activity 3.1: 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.RL.1.10</p>
Unit 3	Activity 3.2: Creating Acting Companies	<p>LAFS.1112.RL.1.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</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 3.3: Cultural Criticism	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2e; LAFS.1112.W.2.4; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.4: Building a Plot and Bringing It to Life: Irony	<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.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.3.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>LAFS.1112.W.1.2; LAFS.1112.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.1.2d; LAFS.1112.W.2.4; LAFS.1112.SL.1.1b</p>
Unit 3	Activity 3.5: Viewing a Cast of Characters Through a Marxist Lens	<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.L.3.4a; LAFS.1112.L.3.4b; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.6: A Father's Reaction: Performing and Defending an Interpretation	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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.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.RL.1.10;</p> <p>LAFS.1112.W.1.1a;</p> <p>LAFS.1112.W.1.1c;</p> <p>LAFS.1112.SL.2.6; LAFS.1112.L.2.3a;</p> <p>LAFS.1112.L.3.6</p>
Unit 3	Activity 3.7: The Moor: Character Analysis Through a Cultural Lens	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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.1.2b: 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.RL.1.2;</p> <p>LAFS.1112.RL.1.10;</p> <p>LAFS.1112.W.2.4;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10; LAFS.1112.L.3.6</p>
Unit 3	Activity 3.8: A Husband's Response: Defending a Critical Perspective	<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.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.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.RL.1.1;</p> <p>LAFS.1112.RL.1.3;</p> <p>LAFS.1112.RL.2.4;</p> <p>LAFS.1112.W.1.1a;</p> <p>LAFS.1112.W.1.1c;</p> <p>LAFS.1112.W.1.1d;</p> <p>LAFS.1112.W.2.4;</p> <p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.2; LAFS.1112.L.1.1b;</p> <p>LAFS.1112.L.3.4a; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.9: A Historical Look at the Moor	<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.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; LAFS.1112.RI.2.5; LAFS.1112.RI.1.10; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>
Unit 3	Activity 3.10: Friendly Banter or Pointed Comments? Feminist Criticism	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.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.1.10; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.SL.2.6</p>
Unit 3	Activity 3.11: Honest Iago: The Dramatic Speech	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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.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.1.3; LAFS.1112.RL.2.6; LAFS.1112.RL.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.2; LAFS.1112.SL.2.6; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.12: Emilia's Secret: Defending an Interpretation	<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.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.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.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.3; LAFS.1112.W.1.1b; LAFS.1112.W.1.1c; LAFS.1112.W.1.1d; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; LAFS.1112.SL.1.2; LAFS.1112.L.1.2b; LAFS.1112.L.2.3a</p>
Unit 3	Activity 3.13: Demystifying Emilia: Questioning Through a Critical Lens	<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.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.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.RL.1.1; LAFS.1112.W.1.1b; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.14: Staging Iago's Lies: Blocking for Effect	<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.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.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.10; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.1.2</p>
Unit 3	Activity 3.15: One Scene, Many Perspectives	<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.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.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.RL.1.1; LAFS.1112.RL.1.10; LAFS.1112.W.1.2a; LAFS.1112.W.1.2e; 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 3	Activity 3.16: “Talk You of Killing?” Defending a Perspective	<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.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.RL.1.1;</p> <p>LAFS.1112.W.1.1b;</p> <p>LAFS.1112.W.1.1c;</p> <p>LAFS.1112.W.1.1e;</p> <p>LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.1.10;</p> <p>LAFS.1112.SL.1.2</p>
Unit 3	Activity 3.17: Evaluating an Essay: Rubric Creation	<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.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.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;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d</p>
Unit 3	Activity 3.18: Othello Through Time	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.1.2: 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.</p> <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.1.10;</p> <p>LAFS.1112.W.1.1; LAFS.1112.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Embedded Assessment 1: Writing an Argument	<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.2.5: 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.2.4;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10</p>
Unit 3	Activity 3.19: Previewing Embedded Assessment 2	<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.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.2.6</p>
Unit 3	Activity 3.20: Staging a Performance	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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.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.SL.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.2.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 3	Activity 3.21: Playbill: Othello	<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.3.7: 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.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.W.2.5;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d</p>
Unit 3	Embedded Assessment 2: Staging an Interpretation	<p>LAFS.1112.RL.1.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</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.1.1b: 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</p>	

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
		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.2.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
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.	LAFS.1112.RI.1.2; LAFS.1112.SL.1.1; LAFS.1112.SL.1.1a
Unit 4	Activity 4.2: Reality TV (and Other Media)	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.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.W.1.2c; LAFS.1112.W.2.5; 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.SL.1.2; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.3: Constructing Public Opinion	<p>LAFS.1112.RI.1.1: Cite strong, thorough, and relevant 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.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>	<p>LAFS.1112.RI.2.4; LAFS.1112.RI.2.6; LAFS.1112.W.1.10; LAFS.1112.SL.1.1; LAFS.1112.L.2.3a; LAFS.1112.L.3.4c; LAFS.1112.L.3.4d; LAFS.1112.L.3.5a; LAFS.1112.L.3.6</p>
Unit 4	Activity 4.4: Bias in News Reports	<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.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.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.W.1.1b; LAFS.1112.W.1.1e; LAFS.1112.W.2.5, LAFS.1112.W.1.10; LAFS.1112.SL.1.2; LAFS.1112.L.1.2a; LAFS.1112.L.1.2b; LAFS.1112.L.3.6</p>
Unit 4	Activity 4.5: Framing the Investigation	<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.3.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.3.9; LAFS.1112.SL.1.3</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.6: Directing the Investigation	<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.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.RI.3.7; LAFS.1112.W.1.10; LAFS.1112.L.3.6
Unit 4	Activity 4.7: Throwing Light on the Situation	<p>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.</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.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.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>	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.W.1.1a; LAFS.1112.W.1.1b; LAFS.1112.W.1.1c; LAFS.1112.W.3.7; LAFS.1112.W.3.9b; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.2.4; LAFS.1112.SL.2.6; LAFS.1112.L.1.2a; LAFS.1112.L.1.2b; LAFS.1112.L.2.3a; LAFS.1112.L.3.5; LAFS.1112.L.3.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.8: Looking for Trouble	<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.3.7: 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.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.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.2.5; LAFS.1112.W.2.6; LAFS.1112.W.3.8; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>
Unit 4	Activity 4.9: Evaluating Sources	<p>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.</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.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3</p>
Unit 4	Embedded Assessment 1: Examining How an Issue Is Presented in Media Texts	<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.3.8; LAFS.1112.W.3.9b; LAFS.1112.W.1.10; LAFS.1112.L.1.2b; LAFS.1112.L.2.3a</p>

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Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.10: 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.W.1.10
Unit 4	Activity 4.11: Considering the Medium	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.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. 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.2.4; LAFS.1112.W.2.5; LAFS.1112.W.1.10; LAFS.1112.L.3.6
Unit 4	Activity 4.12: That Sounds Just Right	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.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.1.2; LAFS.1112.W.1.10; LAFS.1112.SL.1.3

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Activity 4.13: Turning Facts into Narrative	<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.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.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.1.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	LAFS.1112.RI.1.2; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.3.6
Unit 4	Activity 4.14: Voir Dire: Facing a Jury of Your Peers	<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.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>	LAFS.1112.W.2.5; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 4	Embedded Assessment 2: Creating a Documentary Media Text	<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.</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.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.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>LAFS.1112.RI.3.7;</p> <p>LAFS.1112.W.1.1a;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.2.4; LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.2.6;</p> <p>LAFS.1112.W.3.9b;</p> <p>LAFS.1112.W.1.10;</p> <p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d;</p> <p>LAFS.1112.SL.2.4; LAFS.1112.SL.2.6</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>	<p>LAFS.1112.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.2: Independent Reading and Discussion	<p>LAFS.1112.RL.1.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</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.1.1b: 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.1.10;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d;</p> <p>LAFS.1112.SL.2.5</p>
Unit 5	Activity 5.3: Understanding the Genre	<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.1.10: 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>	<p>LAFS.1112.SL.1.1a</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.4: Beginning the Graphic Novel	<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.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.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.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.5: Framing the Narrative	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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.2.5: 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.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.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.L.3.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.6: Transitioning to a New Land	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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 provide a complex account provide an objective summary of the text.</p> <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>	LAFS.1112.W.1.2; LAFS.1112.SL.1.1a; LAFS.1112.L.3.6
Unit 5	Activity 5.7: Angles and Perspectives	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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>	LAFS.1112.RL.2.5; LAFS.1112.W.1.3; LAFS.1112.W.1.3a; LAFS.1112.W.1.3b; LAFS.1112.W.1.3d; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1a; LAFS.1112.L.2.3a; LAFS.1112.L.3.6
Unit 5	Activity 5.8: Marginalized Peoples	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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.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>	LAFS.1112.W.1.10; LAFS.1112.SL.1.1a
Unit 5	Activity 5.9: Choosing a Perspective	<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.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	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.10: Adapting for an Audience	<p>LAFS.1112.RL.1.1: Cite strong, thorough, and relevant 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: 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.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.RL.2.5;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.1.2b;</p> <p>LAFS.1112.W.1.2d;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10</p>
Unit 5	Activity 5.11: Comparing Theme	<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.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.RL.1.1;</p> <p>LAFS.1112.RL.2.4;</p> <p>LAFS.1112.RL.2.5;</p> <p>LAFS.1112.RL.3.9;</p> <p>LAFS.1112.RL.1.10;</p> <p>LAFS.1112.SL.1.1a;</p> <p>LAFS.1112.SL.1.1b;</p> <p>LAFS.1112.SL.1.1c;</p> <p>LAFS.1112.SL.1.1d;</p> <p>LAFS.1112.L.1.2a; LAFS.1112.L.3.5</p>
Unit 5	Activity 5.12: Designing a Media Communication	<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.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>LAFS.1112.RL.1.2;</p> <p>LAFS.1112.RL.2.5;</p> <p>LAFS.1112.W.1.2a;</p> <p>LAFS.1112.W.2.5;</p> <p>LAFS.1112.W.3.9a;</p> <p>LAFS.1112.W.1.10</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.13: The Author's Perspective	<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.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.W.1.1b; LAFS.1112.W.1.1e; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; 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; LAFS.1112.L.2.3, LAFS.1112.L.2.3a; LAFS.1112.L.3.6</p>
Unit 5	Activity 5.14: Multiple Perspectives on the Graphic Novel	<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.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.W.1.2a; LAFS.1112.W.1.2b; LAFS.1112.W.2.4; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1b; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d; LAFS.1112.SL.2.4; LAFS.1112.SL.2.6</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Activity 5.15: Exploring Critical Perspectives	<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.RL.1.2; LAFS.1112.W.1.10; LAFS.1112.SL.1.1d</p>
Unit 5	Activity 5.16: Assessing Perspectives	<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.W.1.2a; LAFS.1112.W.3.9a; LAFS.1112.W.1.10; LAFS.1112.SL.1.1c; LAFS.1112.SL.1.1d</p>

Unit	Activity	Focus Standard(s)	Additional Standards Addressed
Unit 5	Embedded Assessment: Presenting a Literary Work Through Multiple Critical Perspectives	<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.1.1c: 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.2.4: 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.</p> <p>LAFS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>LAFS.1112.RL.1.1; LAFS.1112.RL.1.2; LAFS.1112.RL.1.3; LAFS.1112.RL.1.10; LAFS.1112.SL.1.1a; LAFS.1112.SL.1.1b; LAFS.1112.SL.2.6</p>