LHS AP Lang Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Overview

Theme: The Power of Virtue — Character, Governance, and Ethos

Benchmark Text Focus: Literature

Anchor Text: The Canterbury Tales by Geoffrey Chaucer

Writing Genre Focus: Narrative

Targeted ELA Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	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.
L.KL.11–12.2.A	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.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and 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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.11–12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.11–12.3.C	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).

W.NW.11–12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.11–12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.11–12.7	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.
SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice	17 minute	Closure	7 minute	Practice	17 minute	Closure	7 minute	Practice	17 minute	Closure	7 minute

(We Do)	s		s	(We Do)	s		s	(We Do)	s		s

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	**Suggested Time**	**Activity**	**Suggested Time**	**Activity**	**Suggested Time**	**Activity**	**Suggested Time**
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

The endurance of a culture rests not only upon its laws or institutions, but upon the vitality of its spoken and written inheritance. The Canterbury Tales, in its rich variety of voices, its deft blend of humor and moral reflection, and its capacity to render human character with both clarity and complexity, stands as one luminous thread in this inheritance—but it is joined by the declarative brilliance of Jefferson's Declaration, the unyielding moral logic of Douglass, the reformist urgency of Wollstonecraft, and the defiant clarity of Truth and Mandela. These works, whether cast in verse or prose, are not relics but living arguments, each asking what it means to embody virtue when tested by history's most intractable trials.

In Chaucer's pilgrimage, we see virtue refracted through the lens of social and personal ambition; in Jefferson's rhetoric, the ideal of liberty set against the contradictions of its author; in Douglass's oratory, the righteous dismantling of hypocrisy; in Wollstonecraft's prose, the rigorous reclamation of justice denied. Together, these voices compel students to confront the paradox that moral authority is both an individual quest and a public performance, shaped through the deliberate arts of narrative and rhetoric.

The inquiry here is neither hagiography nor dismissal, but an examination of how virtue is constructed, contested, and reimagined across centuries. We move from the allegorical pilgrimage to the architect of a nation, from the abolitionist pulpit to the reformist essay, tracing how ethos—whether embodied in the storytelling of Chaucer or the cadence of political speech—seeks to persuade, to endure, and to govern.

Ultimately, the unit affirms that rhetoric is no mere ornament, nor narrative mere entertainment. They are the twin instruments through which societies remember, argue, and renew themselves. To read these works together is to enter the great, ongoing conversation in which we are both judges and judged, inheritors and inventors of the moral vocabularies that define our common life.

Enduring Understandings

Content Specific	Skill Specific
1. **The Power of Virtue in Literature and Public Discourse** – Students will understand that narratives about virtue—whether in Chaucer's tales, political declarations, or reformist rhetoric—use deliberate language choices, structural framing devices, and symbolic frameworks to test, reveal, and persuade audiences about moral character. 2. **Moral Authority Across Contexts** – Students will understand that honesty, loyalty, hypocrisy, and the tension between personal integrity and public responsibility link Chaucer's pilgrims to Jefferson's declarations, Douglass's oratory, Wollstonecraft's essays, and other works that define ethical leadership in their eras. 3. **Narrative and Rhetorical Architecture** – Students will understand that imagery, irony, symbolic juxtaposition, appeals to ethos, and other techniques shape how audiences perceive virtue and vice, whether the medium is poetry, speech, or polemic. 4. **Cultural Conversation and Perspective** – Students will understand that both literature and rhetoric participate in the larger, evolving conversation of civic and cultural values, and that examining multiple perspectives deepens the understanding of how virtue is defined, contested, and reshaped over time.	1. **Mastery of Analytical and Narrative Form** – Students will understand how to craft works that communicate complex ideas about virtue and governance through deliberate use of structure, diction, and syntax in both narrative and rhetorical contexts. 2. **Analytical Precision Across Genres** – Students will understand how to identify central themes, assess authorial and rhetorical choices, and use precise, relevant evidence from literary and nonfiction texts to support interpretations. 3. **Integration of Literary and Rhetorical Technique** – Students will understand how to blend narrative devices (symbolism, pacing, irony) with rhetorical strategies (tone, audience awareness, appeals to ethos) to produce writing that resonates intellectually and emotionally. 4. **Figurative and Persuasive Language** – Students will understand how metaphor, allegory, irony, and imagery operate in both literature and rhetoric, and how to employ them intentionally to communicate nuanced ideas. 5. **Revision and Reflection** – Students will understand that sustained revision—based on feedback, self-assessment, and audience awareness—is essential to refining clarity, argumentation, and stylistic precision. 6. **Effective Oral Communication** – Students will understand how to participate in inquiry-driven discussions that demand critical listening, evidence-based reasoning, and respectful engagement with diverse perspectives.

Essential Questions

Content Specific	Skill Specific

• How do literature and rhetoric together shape cultural ideas of freedom, citizenship, and moral responsibility? • In what ways do speeches, essays, and narratives serve as training grounds for ethical self-governance? • How have debates over the purpose of education and leadership reflected deeper cultural conflicts about human nature and society?	• How can rhetorical analysis of nonfiction and literary texts reveal the values and moral premises underlying an argument? • What strategies allow readers to evaluate the credibility and ethical stance of a speaker or writer across genres? • How does synthesizing diverse voices—from Chaucer's pilgrims to modern reformers—sharpen one's own ethical and civic judgment?

Key Resources

Anchor Text: The Canterbury Tales by Geoffrey Chaucer

AP Language Mentor Text: The Declaration of Independence by Thomas Jefferson

Supplementary Resources

- Intro to Rhetoric: Aristotle's "Rhetorical Triangle" and Cicero's "Decorum"
- "The Divine Right of Kings" — BBC Radio Podcast
- "Sir Gawain and the Green Knight" — prose translation by Roger Lancelyn Green
- "Farewell Address" — George Washington
- "The Speech of Miss Polly Baker" — Benjamin Franklin
- "A Vindication on the Rights of Women" — Mary Wollstonecraft
- "What to the Slave is the 4th of July?" — Frederick Douglass
- "Ain't I a Woman?" — Sojourner Truth
- "Thoughts and Sentiments on the Evil of Slavery" — Ottobah Cugoano
- "Quit India" — Mahatma Gandhi
- "I Am Prepared to Die" — Nelson Mandela
- Suggested topics for contemporary pairings: scholarly articles on Chaucer, op-eds covering gender pay

gaps; renaming Columbus Day to Indigenous Peoples Day; debates over removing statutes of slave-owning U.S. presidents

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	SL.PE.11–12.1 L.KL.11–12.2A SL.AS.11–12.6	SWBAT derive meaning of unknown words from context in nonfiction and literary texts. SWBAT analyze how word choice shapes meaning and tone.	• Reading: Context clues and rhetorical diction analysis. • Writing: Brainstorming claims and evidence for rhetorical effect.	• Vocabulary exercises • Analyzing authorial choices		• Narrative Timed Writing -- single paragraph or full essay • AP Classroom practice
		SL.PE.11–12.1 W.NW.11–12.3	SWBAT identify and evaluate rhetorical strategies in texts.	• Reading: Close reading for rhetorical	• Rhetorical strategy analysis • Outlining arguments		• AP Timed Writing -- single paragraph or full essay (Rhetorical Analysis) • AP Classroom

		W.RW.11–12.7	SWBAT organize ideas to support a claim effectively.	techniques. • Writing: Structuring evidence-based arguments.			practice
	3-4	L.VL.11–12.3 L.VI.11–12.4 W.NW.11–12.3 W.WP.11–12.4	SWBAT interpret figurative language, irony, and rhetorical devices in nonfiction and literary contexts. SWBAT map argument structures and progression of ideas.	• Reading: Identifying figurative language and rhetorical devices. • Writing: Diagramming argument structure.	• Identifying rhetorical devices • Argument mapping		▪ Narrative Timed Writing -- single p

							▪ Analytical paragraph or full essay ▪ AP Classroom practice
		RL.CR.11–12.1 RI.CR.11–	SWBAT analyze tone, purpose, and audience in	• Reading: Tone and audience	▪ Tone an		▪ AP Tim

		12.1 W.NW. 11– 12.3 W.WP. 11– 12.4	rhetorical texts. SWBAT write responses that reflect tone and audience awareness.	analysis. • Writing: Crafting responses aligned with audience and purpose.	alysis ▪ Audience-focused writing		d Writing -- single paragraph or full essay (Rhetor

							ical Analysis) AP Classroom practice
October	1-2	RL.CI.11–12.2 RI.CI.11–12.2 W.NW.11–12.3 W.WP.11–12.4	SWBAT examine the use of evidence and reasoning in arguments. SWBAT assess how	• Reading: Evaluating claims, reasoning, and evidence. • Writing:	• Evidence evaluation • Argumentative exercises		• Narrative Timed Writing -- single paragraph or full essay • AP Classroom practice

			authors develop claims and support them effectively.	Incorporating evidence into coherent arguments.			
		RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify organizational and structural strategies in rhetorical texts. SWBAT craft their own arguments with clear structure and transitions.	• Reading: Analyzing text organization and framing. • Writing: Structuring arguments for clarity and impact.	• Organizational analysis, • Argument construction		• AP Timed Writing -- single paragraph or full essay (Rhetorical Analysis); • AP Classroom practice
	3-4	RI.IT.11–12.3 W.NW.11–12.3 RL.TS.11–12.4 W.NW.11–	SWBAT evaluate multiple perspectives and counterarguments in nonfiction texts. SWBAT	• Reading: Comparing perspectives, assessing credibility	• Perspective comparison • Language refinement		• Narrative Timed Writing -- single paragraph or full essay • AP Classroom practice

		12.3 W.WP.11–12.4	use precise and vivid language to strengthen arguments.	. • Writing: Revising language for precision and rhetorical effect.			
		L.SS.11–12.1 RL.PP.11–12.5 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify and analyze ethos, pathos, and logos in rhetorical texts. SWBAT revise their writing for coherence, style, and persuasive impact.	• Reading: Rhetorical appeals identification. • Writing: Revision workshops to enhance argumentation and persuasion.	• Ethos/pathos/logos identification • Revision exercises		• AP Timed Writing -- single paragraph or full essay (Argument) • AP Classroom practice
November	1-2	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–	SWBAT synthesize rhetorical and thematic strategies across	• Reading & Writing: Synthesis of rheto	• Group discussions • Synthesis exercises		• Bring on the Benchmark

		12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	texts. SWBAT engage in collaborative analytical discussions.	rical techniques and strategies.			
		L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.	SWBAT demonstrate mastery of rhetorical analysis and argumentation in timed writing. SWBAT provide and incorporate constructive feedback.	• Reading & Writing: Timed writing practice and peer review.	• Peer review sessions		• Benchmark Exam

		11–12.3 W.RW.11–12.7					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Reading Skills:** 1. **Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1):** ○ Accurately citing strong and thorough textual evidence. ○ Making relevant connections to support a comprehensive analysis of literary texts. ○ Interpreting explicit and inferential aspects of texts. 2. **Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1):** ○ Accurately citing a range of textual evidence. ○ Supporting comprehensive analysis of informational texts with relevant connections. 3. **Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):** ○ Determining and analyzing two or more themes. ○ Understanding how themes interact and build on one another. ○ Providing objective summaries of literary texts. 4. **Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2):** ○ Determining and analyzing two or	• **Reading:** ○ **Advanced Analysis and Interpretation:** ▪ Accurately citing strong textual evidence to support complex analyses of themes, character development, and authors' choices in *Beowulf*. ▪ Analyzing how multiple themes interact and build on one another to create a nuanced understanding of the text. ○ **Critical Evaluation:** ▪ Evaluating the effectiveness of narrative structures and authors' stylistic choices. ▪ Comparing and contrasting perspectives from multiple texts to develop a deeper understanding of related topics. • **Writing:** ○ **Narrative Techniques:** ▪ Developing well-structured narratives that incorporate advanced techniques like complex character development, detailed settings, and sophisticated plot structures. ▪ Using narrative techniques such as dialogue, pacing, description, and reflection to enhance storytelling.

more central ideas.
    - Understanding how central ideas interact and build on one another.
    - Providing objective summaries of informational texts.

5. **Analyzing Author's Choices in Literature (ELA.RL.IT.11–12.3):**
    - Examining how authors develop ideas through narrative elements (setting, action order, character development).

6. **Analyzing Author's Choices in Informational Texts (ELA.RI.IT.11–12.3):**
    - Analyzing the development of ideas and sequences in informational texts.
    - Explaining how individuals, ideas, or events interact and develop.

7. **Evaluating Author's Structural Choices (ELA.RL.TS.11–12.4):**
    - Evaluating how structure and specific parts of a text contribute to its overall meaning and aesthetic impact.

8. **Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):**
    - Evaluating different perspectives or lenses from two or more texts on related topics.
    - Justifying the more cogent viewpoint.

9. **Determining Word Meanings (ELA.L.VL.11–12.3):**
    - Clarifying the meaning of unknown and multiple-meaning words and phrases.
    - Using context clues, word parts, and reference materials to determine meanings.

10. **Understanding Figurative Language (ELA.L.VI.11–12.4):**

- Analyzing figurative language, word relationships, and nuances in word meanings.
- Understanding and interpreting connotative

    - **Revising and Strengthening:**
        - Engaging in comprehensive revision processes, including planning, editing, rewriting, and reflecting on writing progress.
        - Consulting style manuals (MLA or APA) for proper formatting and stylistic choices.
- **Speaking:**
    - **Collaborative Discussions:**
        - Initiating and participating effectively in in-depth discussions on complex topics, building on others' ideas, and expressing personal insights clearly and persuasively.
    - **Adaptation and Formal Speech:**
        - Adapting speech to various contexts and demonstrating a command of formal English in appropriate situations.

character development, literary devices)

Vary word choice to enhance writing

meanings.

- Writing Skills:

1. **Writing Narratives (ELA.W.NW.11–12.3):**
    - Developing real or imagined experiences using effective technique and well-structured event sequences.
    - Employing narrative techniques such as dialogue, pacing, description, and reflection.
2. **Developing and Strengthening Writing (ELA.W.WP.11–12.4):**
    - Planning, revising, editing, rewriting, and trying new approaches in writing.
    - Tracking and reflecting on personal writing progress using portfolios, journals, and conferencing.
    - Consulting style manuals (e.g., MLA or APA) for specific purposes and audiences.
3. **Writing Routinely (ELA.W.RW.11–12.7):**
    - Writing over extended and shorter time frames for various tasks and purposes.
    - Incorporating research, reflection, and revision into writing processes.
4. **Command of the English Language (ELA.L.SS.11–12.1):**
    - Mastery of grammar, syntax, and sentence structure.
    - Effective use of language conventions in writing and speaking.
5. **Understanding Language Functions (ELA.L.KL.11–12.2):**
    - Analyzing how language functions in different contexts.
    - Making effective choices for meaning or style in writing.
    - Enhancing comprehension when reading or listening through language analysis.

• Speaking Skills: 1. **Participating in Collaborative Discussions (ELA.SL.PE.11–12.1):** ▪ Initiating and participating effectively in discussions on topics, texts, and issues. ▪ Building on others' ideas and expressing one's own clearly and persuasively. 2. **Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):** ▪ Adapting speech for different contexts and tasks. ▪ Demonstrating command of formal English when appropriate.	

Career Readiness, Life Literacies, and Key 21st Century Skills

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Interdisciplinary Connections

1	Make sense of problems and persevere in solving them
7.1.NL.IPRET	Interpretive Mode of Communication

2	Reason abstractly and quantitatively
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
3	Construct viable arguments and critique the reasoning of others
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.NL.IPERS	Interpersonal Mode of Communication
5	Use appropriate tools strategically
6	Attend to precision
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7	Look for and make use of structure
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
8	Look for and express regularity in repeated reasoning
6.2	World History: Global Studies
6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism
6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.