

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

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.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.
ELA.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.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.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.
ELA.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.
ELA.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).

ELA.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.

ELA.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.

ELA.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).

ELA.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.

ELA.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.

ELA.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.

ELA.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.

ELA.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 (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

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

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 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
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<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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.
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Essential Questions

Content Specific	Skill Specific
<ul style="list-style-type: none"> How do literature and rhetoric together shape cultural ideas of freedom, citizenship, and moral responsibility? 	<ul style="list-style-type: none"> How can rhetorical analysis of nonfiction and literary texts reveal the values and moral premises underlying an argument?

<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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?
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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 Cugoana
- “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 statues 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.1 1-12.2 A 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.	<ul style="list-style-type: none"> Reading: Context clues and rhetorical diction analysis. Writing: Brainstorming claims and evidence for rhetorical effect. 	<ul style="list-style-type: none"> Vocabulary exercises Analyzing authorial choices 		<ul style="list-style-type: none"> Narrative Timed Writing -- single paragraph or full essay AP Classroom practice
		SL.PE. 11-12.1 W.NW. 11-12.3 W.RW. 11-12.7	SWBAT identify and evaluate rhetorical strategies in texts. SWBAT organize	<ul style="list-style-type: none"> Reading: Close reading for rhetorical techniques. 	<ul style="list-style-type: none"> Rhetorical strategy analysis Outlining arguments 		<ul style="list-style-type: none"> AP Timed Writing -- single paragraph or full essay (Rhetorical Analysis) AP Classroom practice

			ideas to support a claim effectively.	<ul style="list-style-type: none"> • Writing: Structuring evidence-based arguments. 			
	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.	<ul style="list-style-type: none"> • Reading: Identifying figurative language and rhetorical devices. • Writing: Diagramming argument structure. 	<ul style="list-style-type: none"> • Identifying rhetorical devices • Argument mapping 		<ul style="list-style-type: none"> ▪ N a r r a t i v e T i n e d V r i t i n g - - s i n g l e p a r a

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		12.3 W.WP. 11– 12.4	SWBAT write responses that reflect tone and audience awareness.	ng: Craft ing respo nses align ed with audie nce and purp ose.	■ A s i s u d i e n c e - f o c u s e d w r i t i n g		r i t i n g - - s i n g l e p a r a g r a p h c r f u l l e s s a y (F h e t c r i c a
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October	1-2	<p>RL.CI.11–12.2</p> <p>RI.CI.11–12.2</p> <p>W.NW.11–12.3</p> <p>W.WP.11–12.4</p>	<p>SWBAT examine the use of evidence and reasoning in arguments</p> <p>SWBAT assess how authors develop claims and</p>	<ul style="list-style-type: none"> • Reading: Evaluating claims, reasoning, and evidence. • Writing: Incorporating 	<ul style="list-style-type: none"> • Evidence evaluation • Argumentative exercises 		<ul style="list-style-type: none"> • Narrative Timed Writing -- single paragraph or full essay • AP Classroom practice

			support them effectively .	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 .	<ul style="list-style-type: none"> • Reading: Analyzing text organization and framing. • Writing: Structuring arguments for clarity and impact. 	<ul style="list-style-type: none"> • Organizational analysis, • Argument construction 		<ul style="list-style-type: none"> • 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.11–12.3 W.WP.	SWBAT evaluate multiple perspectives and counterarguments in nonfiction texts. SWBAT use precise and vivid	<ul style="list-style-type: none"> • Reading: Comparing perspectives, assessing credibility . • Writing: 	<ul style="list-style-type: none"> • Perspective comparison • Language refinement 		<ul style="list-style-type: none"> • Narrative Timed Writing -- single paragraph or full essay • AP Classroom practice

		11–12.4	language to strengthen arguments .	Revising language for precision and rhetorical effect .			
		L.SS.1 1–12.1 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.	<ul style="list-style-type: none"> • Reading: Rhetorical appeals identification. • Writing: Revision workshops to enhance argumentation and persuasion . 	<ul style="list-style-type: none"> • Ethos/pathos/logos identification • Revision exercises 		<ul style="list-style-type: none"> • AP Timed Writing -- single paragraph or full essay (Argument) • AP Classroom practice
November	1-2	L.VL.1 1–12.3 L.VI.1 1–12.4 RL.CR. 11–12.1 RL.CI.	SWBAT synthesize rhetorical and thematic strategies across texts.	<ul style="list-style-type: none"> • Reading & Writing: Synthesis of rhetorical techniques 	<ul style="list-style-type: none"> • Group discussions • Synthesis exercises 		<ul style="list-style-type: none"> • Bring on the Benchmark

		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	SWBAT engage in collaborative analytical discussions.	and strategies.			
		L.VL.1 1–12.3 L.VI.1 1–12.4 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. 11–12.3	SWBAT demonstrate mastery of rhetorical analysis and argumentation in timed writing. SWBAT provide and incorporate constructive feedback.	<ul style="list-style-type: none"> Reading & Writing: Timed writing practice and peer review. 	<ul style="list-style-type: none"> Peer review sessions 		<ul style="list-style-type: none"> Benchmark Exam

		W.RW. 11– 12.7					
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> • Reading Skills: <ol style="list-style-type: none"> 1. Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1): <ul style="list-style-type: none"> ○ 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): <ul style="list-style-type: none"> ○ 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): <ul style="list-style-type: none"> ○ 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): <ul style="list-style-type: none"> ○ Determining and analyzing two or more central ideas. ○ Understanding how central ideas interact and build on one another. 	<ul style="list-style-type: none"> • Reading: <ul style="list-style-type: none"> ○ Advanced Analysis and Interpretation: <ul style="list-style-type: none"> ▪ Accurately citing strong textual evidence to support complex analyses of themes, character development, and authors' choices in <i>Beowulf</i>. ▪ Analyzing how multiple themes interact and build on one another to create a nuanced understanding of the text. ○ Critical Evaluation: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ○ Narrative Techniques: <ul style="list-style-type: none"> ▪ 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. ○ Revising and Strengthening: <ul style="list-style-type: none"> ▪ Engaging in comprehensive revision processes, including

- 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 meanings.
- Writing Skills:

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

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

<p>(ELA.SL.PE.11–12.1):</p> <ul style="list-style-type: none"> ▪ Initiating and participating effectively in discussions on topics, texts, and issues. ▪ Building on others' ideas and expressing one's own clearly and persuasively. <p>2. Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):</p> <ul style="list-style-type: none"> ▪ Adapting speech for different contexts and tasks. ▪ Demonstrating command of formal English when appropriate. 	
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Career Readiness, Life Literacies, and Key Skills

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Interdisciplinary Connections

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Making sense of research findings requires thinking about what information is included,

whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.