LHS AP Lang Unit 2

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP2**
Length: **45 Minutes**
Status: **Published**

Unit Overview

Theme: The Power of Truth — Shakespeare, Politics, and Logos

Benchmark Text Focus: Informational

Anchor Text: *Hamlet* by William Shakespeare

Writing Genre Focus: Explanatory

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.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide 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.PP.11–12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.A	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.
W.IW.11–12.2.B	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.
W.IW.11–12.2.C	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.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
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Practice (We Do)	17 minutes	Closure	7 minutes

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Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 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

A liberal education demands intellectual honesty and the courage to confront truths that unsettle both the individual conscience and the public order. Hamlet, that inexhaustible meditation on doubt and conscience, is also a political tragedy—its stage crowded with spies, usurpers, and the apparatus of a corrupted state. Yet the prince's struggle is not only Shakespeare's domain. In the speeches of Lincoln, the defiance of Churchill, the clarity of Roosevelt, and the moral urgency of Kennedy, we hear the same insistence that truth, when spoken plainly, is both an act of conscience and an instrument of governance.

Hamlet's refusal to accept appearances at face value mirrors the citizen's obligation to test political claims against reality. In Elsinore, as in the twentieth-century crises of war and tyranny, moral clarity falters when authority itself is poisoned. From Shakespeare's soliloquies to Orwell's warnings and Reagan's exhortations, the through-line is unmistakable: language can liberate or enslave, clarify or distort, strengthen a democracy or

hasten its collapse.

This inquiry moves fluidly between stage and rostrum, between the enduring questions of the canon and the urgent imperatives of political speech. Debates over Shakespeare's legacy—whether to canonize, critique, or reframe—become part of a larger conversation about cultural authority, collective memory, and the ethics of truth-telling. The same scrutiny applies to the rhetoric of leaders: their words are not ornamental, but the scaffolding of public perception and policy.

In an age when euphemism and disinformation crowd the air, the capacity to speak truly is a civic act. To study Hamlet alongside landmark speeches is to train both the ear and the mind—to recognize that language is never innocent, and that truth, once named, demands the courage to act upon it.

Enduring Understandings

Content Specific	Skills Specific
1. **Truth as Civic and Artistic Duty** – Students will understand that Hamlet's moral crisis parallels the dilemmas faced by political leaders and citizens, where the preservation of truth is inseparable from the preservation of legitimacy. 2. **The Canon as a Contested Space** – Students will understand that debates over Shakespeare's role in modern culture mirror broader struggles over historical memory, cultural authority, and whose voices define the narrative of a society. 3. **Rhetoric in Moments of Crisis** – Students will understand that political rhetoric, like Shakespeare's dramaturgy, can either clarify or obscure reality, shaping public will in times of upheaval. 4. **Language as an Instrument of Power** – Students will understand that mastery of language grants the ability to influence thought and action, and that this power carries ethical responsibility.	1. **Cross-Genre Rhetorical Analysis** – Students will understand how to analyze plays, speeches, and essays to reveal how appeals to logos, ethos, and pathos serve ethical or manipulative ends. 2. **Detection of Bias and Manipulation** – Students will understand how to identify euphemism, propaganda, and ideological framing in both literary and political texts. 3. **Synthesis Across Eras and Mediums** – Students will understand how to integrate perspectives from literature, political discourse, and visual rhetoric into coherent, explanatory arguments. 4. **Evidence-Based Exposition** – Students will understand how to construct explanatory writing that marshals precise, credible evidence to illuminate complex cultural and political questions. 5. **Ethical and Effective Communication** – Students will understand that truth-telling in public discourse demands clarity, fairness, and rigor, making rhetorical skill a civic responsibility.

Essential Questions

Content Specific	Skills Specific
• How do works from Shakespeare to modern political speeches grapple with the tension between truth-telling and political stability? • What do debates over Shakespeare's place in the canon reveal about the construction and contestation of cultural authority? • How do literature and rhetoric together expose the vulnerabilities of democracy when truth is under siege?	• How can rhetorical analysis uncover the ethical stakes behind appeals to patriotism, unity, and collective identity? • What strategies allow readers to detect and resist distortion, euphemism, and manipulation in public discourse? • How does synthesizing conflicting historical and literary narratives strengthen civic judgment and moral clarity?

Key Resources

Anchor Text: *Hamlet* by William Shakespeare

AP Language Mentor Text: *The Gettysburg Address* by Abraham Lincoln

Supplementary Resources

- "Cancelling Shakespeare" — Matthew G. Sarroff
- "Is Shakespeare Being Cancelled?" — Paul Hricik
- "Why Decolonise Shakespeare When All the World's a Stage for His Ideas on Injustice?" — Kenan Malik
- "Shakespeare Wasn't Woke" — Meghan Cox Guhdon
- "Day of Infamy" — Franklin D. Roosevelt
- "The King's Speech" — King George VI
- "We Shall Fight on the Beaches" — Winston Churchill
- First Inaugural Speech and "Ich bin ein Berliner" — John F. Kennedy
- "Ambush" from The Things They Carried — Tim O'Brien
- "Evil Empire" and "Tear Down This Wall" — Ronald Reagan

- Select scenes from the film The King's Speech and political cartoons from WWII and the Cold War (visual rhetoric)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	L.VL.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.11–12.2 RI.IT.11–12.3 RI.TS.11–12.4 RI.PP.11–12.5. RI.MF.11–12.6 RI.AA.11–12.7 RI.CT.11–12.8 W.IW.11–12.2	SWBAT close read Shakespearean language SWBAT summarize and paraphrase passages	Reading Mini-Lesson: close reading of Hamlet passages Writing Mini-Lesson: summary and paraphrase exercises	Close reading Hamlet passages Paraphrasing exercises		Explanatory Timed Writing -- single paragraph or full essay AP Classroom practice
		L.VL.11–12.3 RL.CI.11	SWBAT analyze figurative	Reading Mini-Lesson: figurative language	Figurative language identification		AP Timed Writing -- single paragraph

		–12.2 RI.CI.11–12.2. W.IW.11–12.2	language SWBAT identify rhetorical devices SWBAT craft thesis statements	identification Writing Mini-Lesson: thesis statement writing for rhetorical analysis	Thesis writing		or full essay (Argument) AP Classroom practice
December	1-2	L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 RL.IT.11–12.3 RI.IT.11–12.3 W.IW.11–12.2	SWBAT identify logical appeals (logos) SWBAT outline essays	Reading Mini-Lesson: logos identification Writing Mini-Lesson: essay outlining and structure	Logos identification Essay outlining		Explanatory Timed Writing -- single paragraph or full essay AP Classroom practice
		L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 RL.IT.11–12.3 RI.IT.11–12.3 W.IW.11–12.2	SWBAT analyze diction and connotation SWBAT integrate textual evidence	Reading Mini-Lesson: diction/connotation analysis Writing Mini-Lesson: using textual evidence effectively	Diction analysis Evidence integration		AP Timed Writing -- single paragraph or full essay (Synthesis) AP Classroom practice
	3-4	L.VL.11–12.3	SWBAT evaluate tone	Reading Mini-Lesson: tone and	Tone/bias identification		Explanatory Timed Writing --

		RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.IW.11–12.2	and bias SWBAT craft clear topic sentences	bias identification Writing Mini-Lesson: topic sentence workshops	Topic sentence workshops		single paragraph or full essay AP Classroom practice
		L.VL.11–12.3 L.VI.11–12.4. RL.IT.11–12.3 RI.IT.11–12.3 RI.PP.11–12.5 W.IW.11–12.2	SWBAT synthesize multiple sources SWBAT incorporate counterarguments	Reading Mini-Lesson: analyzing multiple sources Writing Mini-Lesson: counterargument integration	Source integration Counterargument writing		AP Timed Writing -- single paragraph or full essay (Synthesis) AP Classroom practice
January	1-2	L.VI.11–12.4 RI.PP.11–12.5 RI.MF.11–12.6 W.IW.11–12.2	SWBAT analyze visual rhetoric SWBAT use transitions for coherence	Reading Mini-Lesson: political cartoon analysis Writing Mini-Lesson: transition exercises	Visual rhetoric analysis Transition exercises		Explanatory Timed Writing -- single paragraph or full essay AP Classroom practice

		L.VI.11–12.4 RI.MF.11–12.6 W.IW.11–12.2	SWBAT identify rhetorical fallacies SWBAT write introductions and conclusions	Reading Mini-Lesson: fallacy identification Writing Mini-Lesson: introduction/conclusion writing	Fallacy identification Introduction/conclusion writing		AP Timed Writing -- single paragraph or full essay (Synthesis) AP Classroom practice
	3-4	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 W.IW.11–12.2	SWBAT analyze audience and purpose SWBAT revise for rhetorical effectiveness	Reading Mini-Lesson: audience analysis Writing Mini-Lesson: revision workshops	Audience analysis Revision workshops		Bring on the Benchmark
		L.VL.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.11–12.2 RI.IT.11–12.3 RI.TS.11–12.4 RI.PP.11–12.5. RI.MF.11–12.6	SWBAT practice timed rhetorical analysis SWBAT provide peer feedback	Reading Mini-Lesson: timed analysis practice Writing Mini-Lesson: peer review and feedback	Timed practice Peer feedback		Benchmark Exam

		RI.AA.11–12.7 RI.CT.11–12.8 W.IW.11–12.2					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading 1. **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):** o Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts. o Make relevant connections between the text and broader themes or personal experiences. 2. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):** o Determine and analyze two or more themes in a literary text and central ideas in an informational text. o Examine how these themes or ideas are developed and refined over the course of the text. 3. **Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):** o Analyze the impact of the author's choices on the development of ideas and elements in the text. o Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning. 4. **Contextual Understanding (ELA.RL.CT.11–12.8):** o Reflect on documents of historical and literary significance to understand their themes, purposes, and rhetorical features.	• **Reading** 1. **Citing Textual Evidence:** ▪ Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts. ▪ Made relevant connections between textual evidence and broader themes or personal experiences. 2. **Theme Analysis:** ▪ Identified and analyzed central themes and ideas within a variety of texts. ▪ Examined how themes and ideas are developed and refined over the course of a text. 3. **Literary Techniques:** ▪ Analyzed the impact of the author's choices in developing ideas, characters, and plot elements. ▪ Explored how elements such as setting, character development, and sequence of events contribute to a text's meaning. 4. **Contextual Understanding:** ▪ Reflected on historical and cultural contexts to understand the themes, purposes, and rhetorical features of significant texts.

Writing

1. **Informative/Explanatory Writing (ELA.W.IW.11–12.2):**
    - Write informative/explanatory texts that examine and convey complex ideas clearly and accurately.
    - Use effective selection, organization, and analysis of content to support the writing purpose.
2. **Writing Process (ELA.W.WP.11–12.4):**
    - Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
    - Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.
3. **Routine Writing (ELA.W.RW.11–12.7):**
    - Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

Speaking

1. **Collaborative Discussions (ELA.SL.PE.11–12.1):**
    - Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
    - Engage in one-on-one, group, and teacher-led discussions on various topics and texts.
2. **Presenting Information (ELA.SL.PI.11–12.4):**
    - Present information, findings, and supporting evidence clearly, concisely, and logically.
    - Ensure the content, organization, development, and style are appropriate to the task, purpose, and audience.
3. **Adapting Speech (ELA.SL.AS.11–12.6):**
    - Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
5. **Figurative Language and Vocabulary:**
    - Gained proficiency in identifying and interpreting figurative language, word relationships, and nuances in word meanings.
    - Applied knowledge of language to understand how it functions in different contexts.

Writing

1. **Informative/Expository Writing:**
    - Learned to write informative and expository texts that examine and convey complex ideas clearly and accurately.
    - Practiced organizing information logically and using effective evidence and analysis to support main points.
2. **Writing Process:**
    - Strengthened writing through the processes of planning, revising, editing, and rewriting.
    - Sustained effort to complete complex writing tasks and reflected on personal writing progress.
3. **Routine Writing:**
    - Engaged in routine writing practices over extended and shorter time frames for a variety of tasks and purposes, including reflection and revision.

Speaking

1. **Collaborative Discussions:**
    - Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
    - Engaged in discussions on a range of topics and texts in

	various formats, including one-on-one, group, and teacher-led settings. 2. **Presenting Information:** ▪ Presented information and findings clearly and logically, with appropriate content and organization. ▪ Ensured that presentations were well-developed and suited to the task, purpose, and audience. 3. **Adapting Speech:** ▪ Adapted speech for various contexts and tasks, demonstrating a command of formal English when appropriate.

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

9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

1	Make sense of problems and persevere in solving them
HS-PS1	Matter and Its Interactions
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
1.4.12adv.Pr5b	Experiment with various acting techniques as an approach to character development in devised or scripted theatre work.
HS-PS1-4	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
1.4.12adv.Re	Responding
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
1.4.12adv.Cn	Connecting
HS-PS3	Energy
HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
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.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
HS-ESS1	Earth’s Place in the Universe

HS-ESS1-3	Communicate scientific ideas about the way stars, over their life cycle, produce elements.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.