LHS AP Lang Unit 3

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP3**
Length: **45 minutes**
Status: **Published**

Unit Overview

Theme: The Power of Justice — Poetry, Equity, and Pathos

Anchor Text: *Rime of the Ancient Mariner* by Samuel Taylor Coleridge

Benchmark Text Focus: Literature

Writing Genre Focus: Argumentative

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.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.AW.11–12.1.A	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.
W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.
W.AW.11–12.1.C	Use transitions (e.g., words, phrases, clauses) 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.
W.AW.11–12.1.D	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.AW.11–12.1.E	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
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
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

Justice, if it is to be more than an abstraction, must be imagined before it can be enacted. Its survival depends not upon sentiment alone, but upon a citizenry able to discern whose voices are amplified, whose are muted, and how language becomes both the scaffolding and the barricade of moral order. The Rime of the Ancient Mariner offers not merely a Romantic vision, but a moral fable of guilt, expiation, and consequence. The Mariner's voyage—laden with supernatural portent—becomes a reckoning with complicity: against the natural world, against the stranger, against the unseen other. In this way, Coleridge anticipates the ethical debates of a postcolonial and environmentally imperiled age.

From this haunted sea we move to the deliberate voices of dissent: Malcolm X, Martin Luther King Jr., Gloria Steinem, Nelson Mandela—figures whose rhetoric exposes what power prefers to obscure: that injustice is never accidental, but systemic, and that the act of naming it is the first step toward redress. Their speeches, like Coleridge's ballad, rely on the alchemy of pathos and principle to compel audiences toward moral awakening.

The dialogue expands further—to Adichie's warning against the "single story," Harvey Milk's call to visibility, and the courage of athletes who transform arenas into platforms of protest. Here, the body itself becomes rhetoric, the public stage a site where justice is argued as urgently as in any court or legislature.

The enduring lesson is clear: justice is never self-executing. It must be reasoned into public existence through disciplined argument and principled language. Literature, speech, and image—each can uphold oppression or advance liberation. The task before the student is not mere advocacy, but the cultivation of a mind both skeptical and humane, and a voice both critical and clear—capable of shaping the moral vocabulary of the society it inhabits.

Enduring Understandings

Content Specific	Skills Specific
1. **Justice as a Deliberate Construction** – Students will understand that justice is not inherited but defined, contested, and reimagined through the deliberate use of language across historical and cultural contexts. 2. **The Mariner's Reckoning and Modern Parallels** – Students will understand that The Rime of the Ancient Mariner dramatizes the costs of guilt and complicity, connecting Romantic imagery to critiques of empire, environmental harm, and moral blindness found in later political and activist rhetoric. 3. **Rhetoric of Resistance** – Students will understand that movements for civil rights, gender equality, and global justice use appeals to pathos, moral authority, and collective identity to confront entrenched systems of power. 4. **Representation and Visibility** – Students will understand that public figures—whether artists, activists, or athletes—can transform cultural platforms into sites of moral and political argument, shaping the public's understanding of justice.	1. **Rhetorical Deconstruction Across Genres** – Students will understand how to analyze literary, political, and visual texts to reveal how injustice is justified or challenged. 2. **Ethical Evaluation of Pathos** – Students will understand how to distinguish between manipulative and principled emotional appeals in persuasive argumentation. 3. **Integrative Argumentation** – Students will understand how to synthesize literary works, political speeches, and cultural texts into coherent, evidence-based arguments about justice. 4. **Precision in Ethical Claims** – Students will understand how to frame and defend claims that are logically sound, ethically grounded, and rhetorically effective. 5. **Cultural Literacy in Advocacy** – Students will understand how historical, literary, and cultural references can be strategically employed to enhance moral and argumentative force.

Essential Questions

Content Specific	Skills Specific
• How have individuals and movements across history used rhetoric to redefine justice and expand the boundaries of freedom? • In what ways do literature, speeches, and cultural protests serve as interventions in the moral and political life of their time? • How do narratives of injustice challenge—or reinforce—a society's self-image?	• How can narrative, imagery, and repetition operate as tools for moral persuasion? • What methods allow readers to critically evaluate emotional appeals without losing sight of their ethical impact? • How does synthesizing multiple perspectives lead to more nuanced and actionable understandings of justice?

Key Resources

Anchor Text: *Rime of the Ancient Mariner*— Samuel Taylor Coleridge

AP Language Mentor Text: Letter from Birmingham Jail — Martin Luther King, Jr.

Supplementary Resources

- TED Talk: "The Danger of a Single Story" — Chimamanda Ngozi Adichie
- "Yellow Fever and the Slave Trade: Coleridge's Rime of the Ancient Mariner" Debbie Lee
- "Just Walk on By: Black Men and Public Spaces" — Brent Staples
- "The Ballot or the Bullet" — Malcolm X
- "Address to the Women of America" — Gloria Steinem
- "Hope" Speech — Harvey Milk
- "The Myth of the Latina Woman" — Judith Ortiz Cofer
- Spoken Word/Poetry: "Dear Straight People" by Amir Rabiyah and "Average Black Girl" by Ernestine Johnson
- Speeches & interviews by Serena Williams, LeBron James, Muhammad Ali, Megan Rapinoe, Kobe Bryant, Colin Kaepernick, and Caitlyn Jenner
- Visual campaigns from Nike, ESPN, etc.

- Sports essays and editorials showcasing athletics as a platform for social justice from The New Yorker, The Atlantic, and The New York Times

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
February	1-2	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 RL.MF.11–12.6 W.AW.11–12.1	SWBAT close read Romantic poetry imagery SWBAT craft analytical thesis statements	Reading Mini-Lesson: close reading of Romantic poetry Writing Mini-Lesson: thesis crafting for analytical writing	Poetry close reading Thesis crafting		Argument Timed Writing -- single paragraph or full essay AP Classroom practice
		SL.PE.11–12.1 RL.IT.11–12.3 RL.TS.11–12.4 W.AW.11–12.1	SWBAT analyze themes of justice and equity SWBAT create argument outlines	Reading Mini-Lesson: theme analysis Writing Mini-Lesson: argument outlining	Theme analysis Argument outlining		Timed Writing Practice with Past AP Exam Prompts AP Classroom practice

	3-4	SL.PE.11–12.1 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 W.AW.11–12.1	SWBAT identify rhetorical devices in speeches and essays SWBAT apply ethos, pathos, logos effectively	Reading Mini-Lesson: rhetorical device identification Writing Mini-Lesson: appeals workshop	Rhetorical device ID Appeals workshop		Argument Timed Writing -- single paragraph or full essay AP Classroom practice
		SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.PP.11–12.5 W.AW.11–12.1	SWBAT interpret symbolism and allegory SWBAT integrate textual evidence	Reading Mini-Lesson: symbolism and allegory analysis Writing Mini-Lesson: textual evidence integration	Symbolism analysis Evidence integration		Timed Writing Practice with Past AP Exam Prompts AP Classroom practice
March	1-2	SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.AW.11–12.1	SWBAT compare multiple perspectives SWBAT write rebuttals and counterarguments	Reading Mini-Lesson: perspective analysis Writing Mini-Lesson: rebuttal/counterargument writing	Perspective comparison Rebuttal writing		Argument Timed Writing -- single paragraph or full essay AP Classroom practice
		SL.PE.11–12.1 L.VI.11–12.4	SWBAT analyze tone shifts and mood	Reading Mini-Lesson: tone and mood analysis	Tone analysis Paragraph		Timed Writing Practice with Past AP Exam

		RL.TS.11–12.4 RL.PP.11–12.5 W.AW.11–12.1	SWBAT develop cohesive paragraphs	Writing Mini-Lesson: paragraph development	development		Prompts AP Classroom practice
	3-4	SL.PE.11–12.1 L.VI.11–12.4 RL.CI.11–12.2 RL.TS.11–12.4 W.AW.11–12.1	SWBAT evaluate figurative language and metaphor SWBAT use persuasive language effectively	Reading Mini-Lesson: figurative language and metaphor analysis Writing Mini-Lesson: persuasive writing	Figurative language analysis Persuasive writing		Argument Timed Writing -- single paragraph or full essay AP Classroom practice
		SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.PP.11–12.5 W.AW.11–12.1	SWBAT synthesize diverse texts SWBAT refine thesis and arguments	Reading Mini-Lesson: text synthesis Writing Mini-Lesson: thesis and argument refinement	Synthesis exercises Thesis refinement		Timed Writing Practice with Past AP Exam Prompts AP Classroom practice
April	1	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	SWBAT analyze protest rhetoric in media SWBAT draft argumentative essays SWBAT practice timed	Reading Mini-Lesson: protest rhetoric analysis, timed practice of argumentative texts Writing Mini-Lesson: essay drafting, peer review and revision	Protest rhetoric analysis Essay drafting Timed writing		Bring on the Benchmark Benchmark Exam

		RL.TS.11–12.4 RL.PP.11–12.5 RL.MF.11–12.6 W.AW.11–12.1	argumentative writing SWBAT provide peer feedback and revise		Peer revision		

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):** • Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts. • Make relevant connections between the text and broader themes or personal experiences. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):** • Determine and analyze two or more themes in a literary text and central ideas in an informational text. • Examine how these themes or ideas are developed and refined over the course of the text. **Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):** • Analyze the impact of the author's choices on the development of ideas and elements in the text. • Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts. • Made relevant connections between textual evidence and broader themes or personal experiences. **Theme Analysis:** • Determined and analyzed two or more themes in a literary text and central ideas in an informational text. • Examined how these themes or ideas are developed and refined over the course of a text. **Author's Choices and Literary Techniques:** • Analyzed the impact of the author's choices on the development of ideas and elements in the text. • Explored how specific elements such as setting, character development, and sequence of events contribute to the text's meaning. **Understanding Figurative Language:** • Demonstrated understanding of figurative

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

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Evaluating Perspectives (ELA.RL.PP.11–12.5):

- Evaluate perspectives and justify the more cogent viewpoint in related texts.
- Analyze different accounts of the same event or issue, using different media or formats.

Synthesizing Information (ELA.RL.MF.11–12.6):

- Synthesize complex information across multiple sources and formats to develop new interpretations.
- Resolve conflicting information and develop interpretations that go beyond explicit text information.

Writing

Crafting Arguments (ELA.W.AW.11–12.1):

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Construct well-supported argumentative essays that reflect an understanding of complex issues.

Developing and Strengthening Writing (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.

Routine Writing (ELA.W.RW.11–12.7):

- Write routinely over extended and shorter time frames for a range of tasks and purposes,

language, word relationships, and nuances in word meanings, including connotative meanings.

Evaluating Perspectives:

- Evaluated perspectives and justified the more cogent viewpoint in related texts.
- Analyzed different accounts of the same event or issue, using different media or formats.

Synthesizing Information:

- Synthesized complex information across multiple sources and formats to develop new interpretations.
- Resolved conflicting information and developed interpretations that go beyond explicit text information.

Writing

Crafting Arguments:

- Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Constructed well-supported argumentative essays that reflect an understanding of complex issues.

Developing and Strengthening Writing:

- Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA.

Routine Writing:

- Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

Command of Language:

- Demonstrated command of the system and

including research, reflection, and revision. **Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):** • Demonstrate command of the system and structure of the English language when writing. • Apply knowledge of language to make effective choices for meaning or style. **Clarifying Word Meanings (ELA.L.VL.11–12.3):** • Determine or clarify the meaning of unknown and multiple-meaning words and phrases. **Speaking** **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. **Integrating Information (ELA.SL.II.11–12.2):** • Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems. • Evaluate the credibility and accuracy of each source and note any discrepancies among the data. **Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):** • Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **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.	structure of the English language when writing. • Applied knowledge of language to make effective choices for meaning or style. **Clarifying Word Meanings:** • Determined or clarified the meaning of unknown and multiple-meaning words and phrases. **Speaking** **Collaborative Discussions:** • Initiated and participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. • Engaged in one-on-one, group, and teacher-led discussions on various topics and texts. **Integrating Information:** • Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems. • Evaluated the credibility and accuracy of each source and noted any discrepancies among the data. **Evaluating a Speaker's Point of View:** • Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric. • Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Adapting Speech:** ○ Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

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.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
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
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
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-1	Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
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.
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-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
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-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
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-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).