LHS AP Lang Unit 4

Content Area: **ELA**
Course(s): **ELA Grade 11**
Time Period: **MP4**
Length: **45 minutes**
Status: **Published**

Unit Overview

Theme: The Power of Beauty —Culture, Climate, and Kairos

Anchor Text: *Lord of the Flies* by William Golding

Benchmark Text Focus: Informational

Writing Genre Focus: Informative/Explanatory (Research)

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.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.
RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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.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.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11–12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
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.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
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.UM.11–12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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		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

To study beauty is to confront its authority—its capacity to define, to exclude, to inspire, and to compel.

Beauty is never merely ornamental; it is a form of cultural power, shaping what societies deem worthy of reverence and what they consign to neglect. A liberal education must train the mind and senses to recognize that cultural artifacts—whether novels, paintings, speeches, or songs—do not simply mirror the values of their age but actively seek to persuade, to seduce, or to resist them.

In this culminating unit, students learn to read culture itself as a text. From Renaissance reimaginings by Harmonia Rosales to the corporate rhetoric of campaigns like #LikeAGirl, they examine how aesthetic forms operate rhetorically—how they persuade, exclude, invite, and challenge. The study of beauty becomes, in this way, a study of judgment: Who is centered in the cultural imagination? Who is erased? And how do aesthetic choices conceal or reveal the distribution of power?

After the AP exam, Lord of the Flies serves as a final proving ground—a narrative that begins in the Edenic beauty of an island and descends into the terror of a fractured society. Golding's allegory does more than warn of human savagery; it interrogates the fragility of democratic ideals, the corruption of symbols, and the way the language of order can mutate into the language of domination. The destruction of the island's natural environment becomes a mirror of the collapse of moral and civic order, echoing the ecological and cultural warnings voiced by Greta Thunberg, Margaret Atwood, and other contemporary advocates.

By the close of the unit, students understand that beauty—like truth and justice—is never neutral. To engage with it critically is to become both its steward and its challenger, recognizing that the standards we uphold will either sustain the dignity of our shared life or accelerate its decay. The power of beauty, rightly seen, is inseparable from the responsibility to wield it ethically.

Enduring Understandings

Content Specific	Skills Specific
1. **Beauty as Cultural Authority** – Students will understand that beauty operates as a force that both reflects and shapes societal values, influencing perceptions of race, gender, identity, and power. 2. **Aesthetics as Political Argument** – Students will understand that judgments about art, literature, and media are inseparable from political and cultural narratives, and that aesthetic choices can reinforce or resist dominant ideologies. 3. **Fragility of Order and Environment** – Students will understand that Lord of the Flies dramatizes the rapid erosion of social	1. **Interdisciplinary Rhetorical Analysis** – Students will understand how to interpret and evaluate persuasive techniques across literature, visual art, music, and media campaigns. 2. **Cross-Modal Interpretation** – Students will understand how rhetorical frameworks apply to arguments expressed through image, sound, performance, and text. 3. **Detection of Cultural Framing** – Students will understand how to uncover implicit political and social assumptions within aesthetic choices. 4. **Research and Synthesis** – Students will

order and environmental stewardship, revealing the intertwined nature of ecological and civic responsibility. 4. **Symbols as Agents of Power** – Students will understand that cultural symbols—whether drawn from literature, visual art, or media—carry rhetorical weight, shaping public imagination and legitimizing or challenging authority.	understand how to gather, evaluate, and integrate diverse sources into explanatory writing that is clear, coherent, and critically engaged. 5. **Kairos and Cultural Timing** – Students will understand how to assess the timeliness and contextual force of cultural messages, recognizing how moments of crisis or opportunity shape persuasion. 6. **Critical Cultural Judgment** – Students will understand how to articulate and defend evaluative claims about cultural texts with both aesthetic sensitivity and ethical awareness.

Essential Questions

Content Specific	Skills Specific
• How do standards of beauty reflect, reinforce, or challenge cultural values and hierarchies? • How does Lord of the Flies use setting, symbol, and allegory to reveal the fragility of order and the darker truths of human nature? • In what ways do aesthetic forms—art, music, literature, media—function as interventions in political and cultural debates?	• How can rhetorical analysis uncover the power relations embedded in artistic and cultural expressions? • What strategies enable audiences to interpret and critique messages across multiple media forms? • How does interdisciplinary analysis foster the judgment necessary to resist manipulation and reshape dominant narratives?

Key Resources

Anchor Text: *Lord of the Flies* by William Golding

AP Language Mentor Text: “It’s Not Climate Change, It’s Everything Change” by Margaret Atwood

Supplementary Resources

- “How Dare You?” Speech at the UN Climate Action Summit — Greta Thunberg
- “Afro-Cuban artist reimagines Renaissance art with Black people at the center” — Kristen Rogers
- “Harmonia Rosales: Black Feminine Empowerment in Paintings” — Idalis Love
- Select song lyrics for rhetorical study: “This Is America” (Childish Gambino), “Fortunate Son” (Creedence Clearwater Revival), “American Idiot” (Green Day), “The Miseducation of Lauryn Hill” (Lauryn Hill), “Man in the Mirror” (Michael Jackson), “The Times They Are A-Changin’” (Bob Dylan)
- “Media Campaigns:
    - Always: #LikeAGirl
    - Dove: “Real Beauty”
    - Others as selected for analysis
- Final tips and strategies
- Timed reading and essay practice from AP Classroom and past exams

Post-AP Exam: *Lord of the Flies* by William Golding, studied as a bridge to literary analysis in AP Literature or English 12, extends earlier explorations of Greta Thunberg’s and Margaret Atwood’s climate rhetoric, as well as artistic celebrations of diversity and culture. This unit examines how environmental pressures (“climate”) and cultural values (“culture”) intersect at critical turning points (“kairos”) to reveal the fragile balance between cooperation, democracy, and human dignity, and the descent into manipulation, autocracy, and violence. Central to this study is the boys’ escalating destruction of the island’s natural environment — a parallel to real-world exploitation of shared spaces — showing how the loss of ecological stewardship mirrors the breakdown of moral and social order.

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2	RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11	SWBAT close read allegory and symbolism SWBAT annotate complex texts	Reading Mini-Lesson: allegory and symbolism in Lord of the Flies Writing Mini-Lesson: annotation and	Close reading and annotation of Lord of the Flies allegory and symbols		Timed Writing Practice with Past AP Exam Prompts

		-12.4 RI.AA.11-12.7 RI.CT.11-12.8 L.VL.11–12.3 L.VI.11-12.4 W.IW.11-12.2		textual note-taking			AP Classroom practice
	3-4	RI.CI.11-12.1 RL.CI.11-12.1 L.VL.11-12.3 W.WR.11-12.5	SWBAT analyze rhetorical strategies in environmental speeches SWBAT synthesize multimedia sources	Reading Mini-Lesson: rhetorical strategy analysis Writing Mini-Lesson: multimedia synthesis	Analysis of speeches by Greta Thunberg, Margaret Atwood, and others		Timed Writing Practice with Past AP Exam Prompts AP Classroom practice
		RI.CR.11-12.2 RL.CR.11-11.2 L.VI.11-12.4 W.WR.11-12.5	SWBAT evaluate visual rhetoric in art and media SWBAT create annotated bibliographies	Reading Mini-Lesson: visual rhetoric analysis Writing Mini-Lesson: annotated bibliography creation	Annotated bibliography creation for media campaigns and song lyrics		Timed Writing Practice with Past AP Exam Prompts AP Classroom practice
May	1-2	RI.IT.11-12.3 RL.IT.11-12.3 L.VI.11-12.4 W.WR.11-12.5	SWBAT analyze persuasive techniques in song lyrics SWBAT integrate evidence across genres	Reading Mini-Lesson: rhetorical analysis of lyrics Writing Mini-Lesson: research planning and evidence integration	Song lyrics rhetorical analysis and research planning		Song Lyrics Research Project — Song Selection

		RI.CT.11-12.8 RL.CT.11-12.8 L.VL.11-12.3 W.WR.11-12.5	SWBAT interpret cultural narratives and bias SWBAT develop research questions	Reading Mini-Lesson: identifying bias and perspective Writing Mini-Lesson: research question development	Research question workshops and peer feedback		Song Lyrics Research Project — Annotation of Lyrics
	3-4	RI.TS.11-12.4 RL.TS.11-12.4 L.VL.11-12.3 W.IW.11-12.2 W.WR.11-12.5	SWBAT analyze Kairos and timing in rhetoric SWBAT write clear introductions and conclusions	Reading Mini-Lesson: Kairos in rhetorical texts Writing Mini-Lesson: drafting introductions/conclusions	Drafting project outlines and introductions		Song Lyrics Research Project — Draft Submission
		RL.CR.11-12.1 RL.CR.11-12.1 RI.CT.11-12.8 RL.CT.11-12.8 L.VI.11-12.4 W.IW.11-12.2 W.WR.11-12.5	SWBAT synthesize interdisciplinary texts SWBAT draft explanatory/research essays	Reading Mini-Lesson: interdisciplinary text synthesis Writing Mini-Lesson: essay drafting and peer review	Writing and peer review of research drafts		Song Lyrics Research Project — Peer Review and Revision

June	1-2	RL.CR.11-12.1 RL.TS.11-12.4 RI.AA.11-12.7 L.VL.11-12.3 W.IW.11-12.2 W.WR.11-12.5	SWBAT evaluate audience and purpose in media campaigns SWBAT apply MLA citation and formatting SWBAT analyze ethical appeals and tone SWBAT revise for coherence and academic style	Reading Mini-Lesson: audience and purpose analysis, ethical appeals and tone Writing Mini-Lesson: MLA citation and formatting, revision for coherence	MLA citation exercises and draft revisions Stages of research review		Song Lyrics Research Project — Revised Draft Submission Bring on the Benchmark; Song Lyrics Project Presentations
		RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.AA.11-12.7 RI.CT.11-12.8 L.VL.11–12.3 L.VI.11-12.4 W.IW.11-12.2	SWBAT practice timed research-based writing SWBAT conduct peer review and final editing	Reading Mini-Lesson: timed reading and synthesis Writing Mini-Lesson: final editing and polishing	AP Language course survey		Bring on the Benchmark; Song Lyrics Project Presentations

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 from *Lord of the Flies* to support a comprehensive analysis of the theme of civilization versus savagery. • 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 *Lord of the Flies* and central ideas in related informational texts. • 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, such as setting and character development, on the development of ideas in *Lord of the Flies*. • Explore how these elements contribute to the overall meaning of the text. **Understanding Figurative Language (ELA.L.VI.11–12.4):** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in *Lord of the Flies*, including connotative meanings. **Writing** **Crafting Arguments (ELA.W.AW.11–12.1):** • Write arguments to support claims about the	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts in *To Kill a Mockingbird*. • Made relevant connections between textual evidence and broader themes, such as adversity and justice. **Theme Analysis:** • Identified and analyzed central themes, such as family, loss, and sacrifice, in *Hamlet*. • Examined how these themes are developed and refined over the course of the text. **Literary Techniques:** • Analyzed the impact of the author's choices, such as character development and setting, in *Beowulf*. • Explored how these elements contribute to the text's meaning and overall theme. **Contextual Understanding:** • Reflected on historical and cultural contexts in texts like *The Rime of the Ancient Mariner* to understand themes and rhetorical features. • Applied knowledge of context to deepen understanding of themes and character motivations. **Figurative Language and Vocabulary:** • Gained proficiency in identifying and interpreting figurative language in *The Rime of the Ancient Mariner*. • Applied understanding of language nuances to analyze and interpret complex literary elements.

theme of civilization versus savagery in *Lord of the Flies*, using valid reasoning and relevant evidence.
- Construct well-supported analytical 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, 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 various tasks, including research, reflection, and revision related to the theme of civilization and savagery.

Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):

- Demonstrate command of the English language system and structure in writing.
- Apply knowledge of language to make effective choices for meaning or style in analytical and research writing.

Clarifying Word Meanings (ELA.L.VL.11–12.3):

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in *Lord of the Flies* and related texts.

Speaking

Collaborative Discussions (ELA.SL.PE.11–12.1):

- Initiate and participate effectively in collaborative discussions about the theme of civilization versus savagery, 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.

Writing

Narrative Writing:

- Developed skills in writing narratives by creating complex and emotionally engaging narratives in previous units.
- Focused on the effective selection, organization, and development of narrative content.

Informative/Expository Writing:

- Learned to write informative and expository texts, such as research projects on adversity and justice.
- Practiced organizing information logically and using evidence and analysis to support main points.

Writing Process:

- Strengthened writing through planning, revising, editing, and rewriting, with an emphasis on clarity and argument development.
- Sustained effort to complete complex writing tasks, including essays on themes in *Hamlet* and *Beowulf*.

Routine Writing:

- Engaged in routine writing practices over extended and shorter time frames for various tasks, including reflective and research-based writing.

Speaking

Collaborative Discussions:

- Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly in discussions about themes in *Hamlet* and *Beowulf*.
- Engaged in various formats of discussions, including one-on-one, group, and teacher-led settings.

Presenting Information:

- Presented information and findings clearly

Integrating Information (ELA.SL.II.11–12.2): • Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems related to the theme. • 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 when discussing themes related to civilization and savagery. • 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 for discussions and presentations.	and logically in research projects and discussions on *Beowulf* and *Hamlet*. • Ensured presentations were well-developed and suited to the task, purpose, and audience. **Adapting Speech:** • Adapted speech for different contexts and tasks, demonstrating a command of formal English when appropriate, in presentations and discussions.

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

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.
9.4.12.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.
9.2.12.CAP.17	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
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-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
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-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
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-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
HS-ESS2	Earth's Systems
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.

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).
HS-ETS1	Engineering Design
HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.