LHS AP Lit Unit 1

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

Unit Overview

Theme: The Power of Story — Identity, Perspective, and Human Experience

Benchmark Text Focus: Literature

Anchor Text Focus: Short Fiction (including Killings, Saving Sourdi, Interpreter of Maladies, The Lady with the Pet Dog, Battle Royal, Brownies, and additional AP-level short fiction)

Writing Genre Focus: Literary Analysis (Prose Analysis – AP Free Response Question 2)

NJSLS: Same as English 12 (aligned to AP Literature curricular requirements)

Targeted ELA Standards

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
W.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.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

Literature endures because it preserves the complexity of human experience. Unlike history, which records events, or philosophy, which pursues abstract truths, fiction invites readers into the private lives of individuals whose struggles illuminate universal questions of identity, morality, belonging, and human nature. The AP Literature course begins not with a novel, but with short fiction—a genre whose compressed form demands careful attention to every narrative decision, every image, every shift in tone, and every subtle detail that contributes to meaning.

Through works such as Killings, Saving Sourdi, Interpreter of Maladies, The Lady with the Pet Dog, Battle Royal, and Brownies, students encounter characters whose choices are shaped by culture, family, memory, race, power, and personal desire. Though each story emerges from a distinct historical and cultural context,

together they reveal literature's enduring concern with the tensions between the individual and society, appearance and reality, innocence and experience, justice and compassion.

Rather than reading for plot alone, students learn to examine how literary meaning is constructed. Authors deliberately shape characterization, narrative perspective, setting, symbolism, irony, diction, imagery, and structure to create works whose significance extends beyond the events on the page. Every literary element becomes evidence, inviting readers to discover not only what a story says, but how it says it and why those artistic choices matter.

This unit establishes the habits of mind central to AP Literature. Students develop the discipline of close reading, learning to support sophisticated interpretations with precise textual evidence while considering multiple possible meanings. Through seminar discussions, literary journals, timed prose analysis essays, and sustained analytical writing, they begin the work of literary criticism itself: recognizing that great literature rewards careful attention because it continually reveals new insights into the human condition. These foundational practices prepare students for the sustained study of novels, poetry, and drama that follows throughout the course while cultivating the interpretive skills expected of college-level readers. This progression reflects the course structure outlined in the AP Literature syllabus, which begins with close reading of short fiction before moving into longer literary works and analytical writing.

Enduring Understandings

Content Specific	Skill Specific
1. Literature as the Study of Human Experience – Students will understand that literary works explore enduring questions about identity, morality, relationships, and society through carefully crafted fictional narratives. 2. Character as the Center of Meaning – Students will understand that authors reveal complex ideas through characterization, conflict, motivation, and relationships rather than through direct explanation. 3. Literary Craft Creates Meaning – Students will understand that literary elements—including symbolism, imagery, diction, irony, setting, and structure—work together to develop themes and shape readers' responses. 4. Narrative Perspective Shapes Understanding – Students will understand that point of view, narration, and perspective influence readers' interpretations of characters, events, and themes.	1. Close Reading of Literary Texts – Students will understand how careful analysis of language, literary techniques, and textual details leads to increasingly sophisticated interpretations. 2. Evidence-Based Literary Analysis – Students will understand how to construct analytical claims supported by specific, well-integrated textual evidence and insightful commentary. 3. Analysis of Author's Craft – Students will understand how to explain the relationship between an author's stylistic choices and the overall meaning of a literary work. 4. Interpretive Writing – Students will understand how to develop analytical essays that communicate complex literary interpretations through clear organization, precise language, and effective textual support. 5. Revision and Reflection – Students will understand that thoughtful revision strengthens literary analysis by improving clarity, precision, organization, and

	sophistication of interpretation. 6. Collaborative Literary Inquiry – Students will understand that discussion, questioning, and consideration of multiple perspectives deepen literary understanding and strengthen critical thinking.

Essential Questions

Content Specific	Skill Specific
• How do works of fiction help readers understand the complexities of human nature? • How do authors use characters' experiences to explore universal themes? • In what ways do culture, history, and personal identity shape literary meaning?	• How does close reading reveal deeper meanings within a literary text? • How do an author's choices regarding characterization, structure, point of view, and language contribute to a work's overall meaning? • How can textual evidence be used to develop sophisticated literary arguments?

Key Resources

Anchor Texts

- Killings — Andre Dubus
- Saving Sourdi — May-Lee Chai
- Interpreter of Maladies — Jhumpa Lahiri
- The Lady with the Pet Dog — Anton Chekhov
- Battle Royal — Ralph Ellison
- Brownies — ZZ Packer
- Additional AP Literature prose selections from AP Classroom and released AP examinations. These texts correspond to the opening short fiction unit shown in the course calendar.

Supplementary Resources

Supporting Resources

- "Why Read Literature?" by Esther Lombardi (course introductory reading)
- "How to Mark a Book" by Mortimer J. Adler
- AP Classroom Personal Progress Checks
- Released AP Literature Free Response Question 2 prompts
- Student Literary Journals
- Independent Reading Novel
- *Bedford Introduction to Literature* selections as appropriate.

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student-Centered Activities	Resources	Assessment
September 1–2		RL.CR.11–12.1 L.KL.11–12.2A SL.PE.11–12.1	**SWBAT closely read literary texts to identify significant details that contribute to characterization and theme.** **SWBAT determine the meaning of unfamiliar vocabulary using context clues in literary works.**	**Reading:** Annotation strategies and close reading of prose fiction. **Writing:** Introducing literary analysis through textual evidence. Vocabulary in context. Annotation strategies.	Close reading workshops Collaborative annotation Literary journals Think-Pair-Share discussions	*Killings* (Andre Dubus) AP Classroom Literary Journals	**AP Prose Analysis Timed Writing** (single paragraph or introductory analysis) AP Classroom Practice
		SL.PE.11–12.1 W.WP.11–12.4 W.RW.11–12.7	**SWBAT analyze characterization through dialogue, actions, and conflict.** **SWBAT organize literary evidence to support analytical claims.**	**Reading:** Characterization and conflict. **Writing:** Constructing literary analysis paragraphs using commentary and evidence. Character analysis.	Character maps Socratic Seminar Collaborative evidence collection	*Saving Sourdi* (May-Lee Chai) AP Classroom	**AP Prose Analysis** (single paragraph or full essay) AP Classroom Practice

			Claim development.			
September 3–4	RL.CI.11–12.2 RL.IT.11–12.3 L.VL.11–12.3 W.WP.11–12.4	**SWBAT analyze symbolism, imagery, and figurative language to determine thematic meaning.** **SWBAT explain how literary devices contribute to characterization and theme.**	**Reading:** Symbolism and imagery. **Writing:** Embedding quotations and commentary. Theme development. Literary devices.	Symbol tracking Annotation stations Small-group literary analysis	*Interpreter of Maladies* (Jhumpa Lahiri) AP Classroom	**AP Prose Analysis Timed Writing** AP Classroom Practice
	RL.CR.11–12.1 RL.TS.11–12.4 W.WP.11–12.4	**SWBAT analyze narrative perspective and its impact on meaning.** **SWBAT explain how an author's stylistic choices influence interpretation.**	**Reading:** Point of view and narration. **Writing:** Commentary development and literary interpretation. Point of view analysis. Style analysis.	Narrative perspective comparison Literary discussion circles	*The Lady with the Pet Dog* (Anton Chekhov) AP Classroom	**AP Prose Analysis** (full essay) AP Classroom Practice
October 1–2	RL.CI.11–12.2 RL.IT.11–12.3 W.WP.11–12.4	**SWBAT analyze how authors develop central ideas through characterization, conflict, and setting.** **SWBAT evaluate how literary elements work together to develop meaning.**	**Reading:** Theme and conflict analysis. **Writing:** Developing sophisticated literary claims. Theme analysis. Conflict analysis.	Theme tracking charts Collaborative literary discussions	*Battle Royal* (Ralph Ellison) AP Classroom	**AP Prose Analysis Timed Writing** AP Classroom Practice
	RL.IT.11–12.3 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT analyze the organizational structure of literary texts.** **SWBAT explain how authors use narrative structure to**	**Reading:** Plot structure and organization. **Writing:** Developing analytical essays with coherent organization. Narrative structure.	Plot mapping Literary structure analysis	*Brownies* (ZZ Packer) AP Classroom	**AP Prose Analysis Essay** AP Classroom Practice

			create meaning.	Essay organization.			
October	**3–4**	RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4	**SWBAT compare literary perspectives across multiple texts.** **SWBAT strengthen analytical writing through precise commentary and evidence.**	**Reading:** Comparative literary analysis. **Writing:** Revision for sophistication and precision. Comparative analysis. Revision strategies.	Comparative discussion groups Peer revision workshops	Multiple Unit 1 Short Stories AP Classroom	**AP Prose Analysis Timed Writing** AP Classroom Practice
		L.SS.11–12.1 RL.CR.11–12.1 W.WP.11–12.4	**SWBAT evaluate how literary elements contribute to an author's overall purpose.** **SWBAT revise analytical writing for clarity, coherence, and sophistication.**	**Reading:** Author's craft. **Writing:** Literary revision workshop. Author's style. Revision strategies.	Peer review Writing conferences Literary journals	AP Classroom Released AP FRQ 2 Prompts	**AP Prose Analysis Essay** AP Classroom Practice
November	**1–2**	RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–12.4 W.RW.11–12.7	**SWBAT synthesize literary techniques across multiple works of fiction.** **SWBAT engage in collaborative literary discussions using textual evidence.**	**Reading & Writing:** Synthesizing characterization, symbolism, structure, and theme across texts. Literary synthesis. Collaborative discussion.	Socratic Seminar Literary synthesis activities Collaborative annotation	Unit 1 Short Fiction Collection AP Classroom	**Bring on the Benchmark**
		RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.WP.11–	**SWBAT demonstrate mastery of AP prose analysis through evidence-based literary writing.** **SWBAT provide meaningful peer feedback to**	**Reading & Writing:** Timed AP prose analysis and peer review. Essay revision. Reflective analysis.	Peer review workshops Timed writing practice	Released AP Literature FRQ 2 Prompts AP Classroom	**Unit Benchmark Exam (AP Prose Analysis)**

12.4 W.RW.11–12.7 **strengthen literary analysis.**

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading Skills	**Reading**
Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1): • Accurately citing strong and thorough textual evidence from short fiction. • Making relevant connections between textual details to support a comprehensive literary analysis. • Interpreting both explicit and inferential meanings in literary texts. • Selecting evidence that supports claims about characterization, conflict, setting, point of view, and theme.	**Advanced Analysis and Interpretation:** • Accurately citing strong textual evidence to support increasingly complex analyses of characterization, conflict, setting, point of view, and theme. • Moving beyond identifying literary elements to explaining how specific textual details contribute to the meaning of a work. • Developing interpretations based on patterns, contrasts, and significant details within a literary text.
Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1): • Accurately citing a range of textual evidence from informational texts related to literary, cultural, and historical contexts. • Supporting analysis of informational texts with relevant connections. • Using background texts to strengthen understanding of literary works without replacing close textual analysis.	**Connecting Literary and Informational Texts:** • Applying previously learned informational reading skills to background materials about authors, literary movements, cultures, and historical settings. • Distinguishing between contextual information and evidence drawn directly from the literary work. • Using informational resources to deepen, rather than determine, interpretation.
Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2): • Determining and analyzing two or more themes in short fiction. • Examining how themes interact and develop through characterization, conflict, setting, and narrative perspective. • Explaining how specific details contribute to thematic complexity. • Providing objective summaries of literary texts.	**Theme Development:** • Progressing from identifying a general theme to analyzing how a theme develops across an entire literary work. • Examining how multiple themes interact and complicate one another. • Distinguishing between a topic, a thematic statement, and a defensible interpretation of a text.
Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2): • Determining and analyzing two or more central ideas in literary criticism and contextual readings.	**Central-Idea Analysis:** • Applying prior experience with central ideas to literary background readings and critical commentary. • Comparing the claims of informational texts with

• Understanding how central ideas interact and develop.
• Providing accurate and objective summaries of informational texts.

Analyzing Author's Choices in Literature (ELA.RL.IT.11–12.3):

• Examining how authors develop meaning through setting, sequence of events, characterization, dialogue, and conflict.
• Analyzing direct and indirect characterization.
• Explaining how character motivations and relationships contribute to the development of the work.
• Evaluating how narrative choices influence a reader's interpretation.

Analyzing Author's Choices in Informational Texts (ELA.RI.IT.11–12.3):

• Analyzing how ideas and sequences develop in literary criticism and contextual readings.
• Explaining how individuals, ideas, or events interact in informational texts.
• Evaluating how an informational author organizes ideas to shape understanding.

Evaluating Author's Structural Choices (ELA.RL.TS.11–12.4):

• Evaluating how narrative structure contributes to meaning and aesthetic impact.
• Analyzing pacing, chronology, shifts in time, openings, endings, and patterns of development.
• Explaining how the arrangement of events shapes characterization, conflict, and theme.

Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):

• Evaluating different perspectives, narrators, or interpretive lenses across two or more literary texts.
• Comparing how authors present related experiences, conflicts, or themes.
• Justifying which interpretation is most strongly supported by textual evidence.

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

• Clarifying the meanings of unknown and multiple-meaning words and phrases.
• Using context clues, word parts, and reference students' own interpretations of literary works.
• Summarizing contextual sources before evaluating their relevance to literary analysis.

Character and Narrative Analysis:

• Building on prior understanding of plot and characterization by analyzing complex character motivations and relationships.
• Moving from identifying an author's choices to explaining their effects on meaning.
• Examining how characterization, conflict, and setting function together rather than as isolated literary elements.

Authorial Decision-Making:

• Applying prior analysis of organization and development to nonfiction texts connected to literature.
• Recognizing how critics and scholars frame interpretations through structure, evidence, and emphasis.
• Comparing the organization of informational analysis with the structure of literary texts.

Structural Analysis:

• Progressing from identifying plot stages to evaluating how authors manipulate sequence and pacing.
• Examining how beginnings, turning points, and endings shape interpretation.
• Connecting structural choices to the reader's understanding of characters and themes.

Perspective and Point of View:

• Building on prior comparison skills by examining how point of view shapes access to characters, events, and meaning.
• Comparing first-person, third-person limited, and third-person omniscient narration.
• Evaluating how perspective creates reliability, ambiguity, distance, or sympathy.

Vocabulary in Context:

• Applying previously learned context-clue strategies to complex literary language.
• Moving beyond dictionary definitions to analyze connotation and effect.

materials.
• Determining how diction contributes to characterization, setting, tone, and meaning.

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

• Analyzing figurative language, symbolism, imagery, and word relationships.
• Interpreting connotative and nuanced meanings.
• Explaining how figurative language contributes to characterization, atmosphere, and theme.

Writing Skills

Writing Narratives (ELA.W.NW.11–12.3):

• Developing real or imagined experiences using effective techniques and well-structured event sequences.
• Employing dialogue, pacing, description, reflection, and precise details.
• Applying an understanding of characterization, setting, conflict, and point of view to original writing.

Developing and Strengthening Writing (ELA.W.WP.11–12.4):

• Planning, revising, editing, rewriting, and trying new approaches.
• Strengthening literary claims, evidence, commentary, and organization.
• Tracking and reflecting on writing progress through journals, portfolios, conferencing, and timed-writing reflection.
• Consulting MLA guidelines when appropriate.

Writing Routinely (ELA.W.RW.11–12.7):

• Writing over extended and shorter time frames for a range of literary-analysis tasks.
• Completing literary journals, analytical paragraphs, timed essays, reflections, and revisions.
• Incorporating close reading, evidence, reflection, and revision into the writing process.

Command of the English Language (ELA.L.SS.11–12.1):

• Demonstrating mastery of grammar, syntax, sentence structure, and punctuation.
• Using effective language conventions in literary analysis and discussion.
• Varying sentence structure to improve clarity,
• Examining patterns of diction that reveal tone, character, or thematic concerns.

Literary Devices:

• Progressing from identifying figurative language to analyzing its function within a complete literary work.
• Connecting imagery and symbolism to patterns of meaning.
• Evaluating how literary devices work together to shape tone and interpretation.

Writing

Narrative Techniques:

• Building on prior narrative-writing experience by applying techniques observed in AP-level short fiction.
• Developing complex characters, meaningful conflicts, detailed settings, and purposeful narrative perspectives.
• Using dialogue, pacing, description, and reflection to create intentional literary effects.

Revising and Strengthening:

• Engaging in increasingly independent revision of literary analysis.
• Revising claims to make them defensible, specific, and interpretive.
• Strengthening the relationship between evidence and commentary.
• Reflecting on recurring strengths and weaknesses in AP-style writing.

Writing Stamina and Fluency:

• Building writing stamina through frequent low-stakes and timed analytical writing.
• Applying the same core analysis skills across journals, discussions, paragraphs, and essays.
• Developing greater independence in planning and completing AP-style responses.

Language Conventions:

• Applying previously learned grammar and usage skills to more sophisticated analytical writing.
• Editing sentences for clarity and precision.
• Varying syntax to emphasize relationships among claims, evidence, and commentary.

emphasis, and style.

Understanding Language Functions (ELA.L.KL.11–12.2):

• Analyzing how language functions in different literary and academic contexts.
• Making effective choices for meaning, tone, and style.
• Enhancing comprehension through attention to diction, syntax, and patterns of language.
• Varying word choice to strengthen analytical writing.

Language and Style:

• Moving from general or repetitive wording toward precise literary-analysis vocabulary.
• Selecting verbs that accurately describe an author's choices and their effects.
• Varying word choice and sentence patterns to improve clarity, sophistication, and analytical depth.

Speaking Skills

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

Speaking

Collaborative Literary Discussions:

• Initiating and participating effectively in discussions about literary texts and interpretive questions.
• Building on others' ideas while expressing original interpretations clearly and persuasively.
• Supporting ideas with specific textual evidence.
• Responding thoughtfully to alternative interpretations.

• Building on prior discussion skills through Socratic seminars, literature circles, and collaborative annotation.
• Moving from personal reactions to evidence-based literary interpretations.
• Asking questions that deepen discussion and responding constructively to differing viewpoints.

Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):

Adaptation and Formal Speech:

• Adapting speech for informal collaboration, formal seminars, presentations, and literary discussions.
• Demonstrating command of formal English when appropriate.
• Presenting literary interpretations clearly and persuasively.

• Applying prior speaking skills to increasingly formal and analytical contexts.
• Adjusting tone, vocabulary, and delivery for small-group discussion, seminar participation, and presentation.
• Using precise literary terminology when explaining interpretations.

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

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

labor market.

Interdisciplinary Connections

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