

| Standard ID | Standard Text | Edgenuity Lesson Name |
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| CCSS.ELA-Literacy.RL.11-12 | Reading Standards for Literature Key Ideas and Details | |
| CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | Analyzing Character Perspective and Allegory Beat Poetry Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Fitzgerald and the Roaring Twenties Graphical and Structural Elements in Poetry Interpreting a Source Text: A Production of <i>Trifles</i> Latina Poetry as an Expression of Cultural Heritage Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust Robert Frost's Poetry The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways <i>The Scarlet Letter</i> , Part 2 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself" |

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| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | Contemporary American Indian Voices Female Colonial Poets Introduction to Contemporary Literature of the Twenty-First Century Japanese American Internment Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust The Poetry of Physics <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself" |
| CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the author's choices 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). | Analyzing Character Perspective and Allegory Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Fitzgerald and the Roaring Twenties Graphical and Structural Elements in Poetry The Mississippi River Runaways <i>The Scarlet Letter</i> <i>The Scarlet Letter</i> , Part 2 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 |

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| | Craft and Structure | |
| CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | Beat Poetry Contemporary American Indian Voices Critiques of American Society in Science Fiction Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Female Colonial Poets Japanese American Internment Latina Poetry as an Expression of Cultural Heritage Poetry of Langston Hughes Reality and Cynicism in Poetry The Mississippi River Runaways <i>The Scarlet Letter</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself" Zora Neale Hurston's Strong Voice |
| CCSS.ELA-Literacy.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. | Analyzing Character Perspective and Allegory Beat Poetry Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry |

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| CCSS.ELA-Literacy.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <i>(Cont'd)</i> | Experiencing and Reliving Vietnam Female Colonial Poets Fitzgerald and the Roaring Twenties Graphical and Structural Elements in Poetry Latin American Magic Realist Voices Latina Poetry as an Expression of Cultural Heritage Robert Frost's Poetry <i>The Scarlet Letter</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Walt Whitman's "Song of Myself" |
| CCSS.ELA-Literacy.RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | Critiques of American Society in Science Fiction Reality and Cynicism in Poetry The Mississippi River Runaways <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 |
| Integration of Knowledge and Ideas | | |
| CCSS.ELA-Literacy.RL.11-12.7 | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | Interpreting a Source Text: A Production of <i>Trifles</i> <i>The Scarlet Letter</i> , Part 2 |
| CCSS.ELA-Literacy.RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | Analyzing Character Perspective and Allegory Experiencing and Reliving Vietnam |

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| CCSS.ELA-Literacy.RL.11-12.9 | Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. <i>(Cont'd)</i> | Female Colonial Poets Japanese American Internment Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust The True Story behind <i>Trifles</i> |
| Range of Reading and Level of Text Complexity | | |
| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | Analyzing Character Perspective and Allegory Beat Poetry Contemporary American Indian Voices Critiques of American Society in Science Fiction Dark Hauntings: "The Fall of the House of Usher" Dramatic Monologue and Stream of Consciousness in Poetry Emily Dickinson's Poetry Experiencing and Reliving Vietnam Female Colonial Poets Fitzgerald and the Roaring Twenties Graphical and Structural Elements in Poetry Interpreting a Source Text: A Production of <i>Trifles</i> Introduction to Contemporary Literature of the Twenty-First Century Japanese American Internment Latin American Magic Realist Voices Latina Poetry as an Expression of Cultural Heritage Poetry of Langston Hughes Reality and Cynicism in Poetry Remembering and Reflecting on the Holocaust |

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| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>(Cont'd)</i> | Robert Frost's Poetry The Iroquois Creation Myth: "The World on Turtle's Back" The Mississippi River Runaways The Poetry of Physics <i>The Scarlet Letter</i> <i>The Scarlet Letter</i> , Part 2 The True Story behind <i>Trifles</i> <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1 <i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2 Zora Neale Hurston's Strong Voice |
| CCSS.ELA-Literacy.RI.11-12 | Reading Standards for Informational Text Key Ideas and Details | |
| CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | American Indian Issues Asian American Voices <i>Brown v. Board of Education</i> Exploring Cultural Identity through Language James Baldwin's Take on the Effects of Prejudice Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Ralph Waldo Emerson Reflecting on World War I Remembering and Reflecting on the Holocaust Richard Wright's Struggles with Racism The Poetry of Physics Thomas Paine |

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| CCSS.ELA-Literacy.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | A Look at the Fast-Food Industry by Eric Schlosser American Indian Issues Anticipating the Future through Texts: <i>Visions</i> Asian American Voices Depression and Hard Times Exploring Cultural Identity through Language Henry David Thoreau - "Civil Disobedience" Introduction to Contemporary Literature of the Twenty-First Century Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Ralph Waldo Emerson Reflecting on World War I Remembering and Reflecting on the Holocaust The Poetry of Physics |
| CCSS.ELA-Literacy.RI.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | Abolition and Women's Rights Movements, Part 1 American Indian Issues Anticipating the Future through Texts: <i>Visions</i> Asian American Voices Exploring Cultural Identity through Language Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Reflecting on World War I The Declaration of Independence The Poetry of Physics |

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| | Craft and Structure | |
| CCSS.ELA-Literacy.RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10). | <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>Abolition and Women’s Rights Movements, Part 1</p> <p>Abolition and Women’s Rights Movements, Part 2</p> <p>Anticipating the Future through Texts: <i>Visions</i></p> <p>Jonathan Edwards’s "Sinners in the Hands of an Angry God"</p> <p>Martin Luther King Jr. and Civil Disobedience</p> <p>Reflecting on World War I</p> <p>Speaking and Listening: Evaluating a Speaker</p> <p>Thomas Paine</p> |
| CCSS.ELA-Literacy.RI.11-12.5 | Analyze and evaluate 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. | <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>Abolition and Women’s Rights Movements, Part 1</p> <p>Abolition and Women’s Rights Movements, Part 2</p> <p><i>Brown v. Board of Education</i></p> <p>Exploring Cultural Identity through Language</p> <p>Henry David Thoreau - "Civil Disobedience"</p> <p>James Baldwin's Take on the Effects of Prejudice</p> <p>Jonathan Edwards’s "Sinners in the Hands of an Angry God"</p> <p>Martin Luther King Jr. and Civil Disobedience</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> |

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| CCSS.ELA-Literacy.RI.11-12.5 | Analyze and evaluate 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. <i>(Cont'd)</i> | Ralph Waldo Emerson Reflecting on World War I Speaking and Listening: Evaluating a Speaker The Declaration of Independence |
| CCSS.ELA-Literacy.RI.11-12.6 | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | A Look at the Fast-Food Industry by Eric Schlosser Asian American Voices Exploring Cultural Identity through Language Henry David Thoreau - "Civil Disobedience" James Baldwin's Take on the Effects of Prejudice Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ralph Waldo Emerson Reflecting on World War I Remembering and Reflecting on the Holocaust Richard Wright's Struggles with Racism Speaking and Listening: Evaluating a Speaker |
| Integration of Knowledge and Ideas | | |
| CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | Anticipating the Future through Texts: <i>Visions</i> Remembering and Reflecting on the Holocaust The Poetry of Physics |

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| CCSS.ELA-Literacy.RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). | Abolition and Women’s Rights Movements, Part 1 Abolition and Women’s Rights Movements, Part 2 <i>Brown v. Board of Education</i> Speaking and Listening: Evaluating a Speaker The Declaration of Independence Thomas Paine |
| CCSS.ELA-Literacy.RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | Abolition and Women’s Rights Movements, Part 1 Abolition and Women’s Rights Movements, Part 2 <i>Brown v. Board of Education</i> Speaking and Listening: Evaluating a Speaker The Declaration of Independence Thomas Paine |
| Range of Reading and Level of Text Complexity | | |
| CCSS.ELA-Literacy.RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. | A Look at the Fast-Food Industry by Eric Schlosser Abolition and Women’s Rights Movements, Part 1 Abolition and Women’s Rights Movements, Part 2 American Indian Issues Asian American Voices <i>Brown v. Board of Education</i> |

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| CCSS.ELA-Literacy.RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>(Cont'd)</i> | Depression and Hard Times Henry David Thoreau - "Civil Disobedience" Introduction to Contemporary Literature of the Twenty-First Century James Baldwin's Take on the Effects of Prejudice Japanese American Internment Jonathan Edwards's "Sinners in the Hands of an Angry God" Martin Luther King Jr. and Civil Disobedience Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i> Ralph Waldo Emerson Reflecting on World War I Remembering and Reflecting on the Holocaust Richard Wright's Struggles with Racism The Declaration of Independence The Poetry of Physics The True Story behind <i>Trifles</i> Thomas Paine |
| CCSS.ELA-Literacy.W.11-12 | Writing Standards Text Types and Purposes | |
| CCSS.ELA-Literacy.W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| CCSS.ELA-Literacy.W.11-12.1a | 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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument |

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| CCSS.ELA-Literacy.W.11-12.1b | Develop claim(s) and counterclaims fairly 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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument |
| CCSS.ELA-Literacy.W.11-12.1c | Use words, phrases, and clauses as well as varied syntax 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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument |
| CCSS.ELA-Literacy.W.11-12.1d | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument |
| CCSS.ELA-Literacy.W.11-12.1e | Provide a concluding statement or section that follows from and supports the argument presented. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument |

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| CCSS.ELA-Literacy.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | |
| CCSS.ELA-Literacy.W.11-12.2a | 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. | |
| CCSS.ELA-Literacy.W.11-12.2b | 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. | Writing Workshop: Literary Analysis |
| CCSS.ELA-Literacy.W.11-12.2c | 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. | Writing Workshop: Literary Analysis |
| CCSS.ELA-Literacy.W.11-12.2d | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | Writing Workshop: Literary Analysis |
| CCSS.ELA-Literacy.W.11-12.2e | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Writing Workshop: Literary Analysis |
| CCSS.ELA-Literacy.W.11-12.2f | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Writing Workshop: Literary Analysis |
| CCSS.ELA-Literacy.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | |
| CCSS.ELA-Literacy.W.11-12.3a | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | Writing Workshop: Narrative Writing |
| CCSS.ELA-Literacy.W.11-12.3b | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Writing Workshop: Narrative Writing |

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| CCSS.ELA-Literacy.W.11-12.3c | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | Verb Tense, Verb Voice, and Verb Mood Writing Workshop: Narrative Writing |
| CCSS.ELA-Literacy.W.11-12.3d | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Writing Workshop: Narrative Writing |
| CCSS.ELA-Literacy.W.11-12.3e | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Writing Workshop: Narrative Writing |
| Production and Distribution of Writing | | |
| CCSS.ELA-Literacy.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | A Look at the Fast-Food Industry by Eric Schlosser Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument Writing Workshop: Literary Analysis Writing Workshop: Narrative Writing |
| CCSS.ELA-Literacy.W.11-12.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | A Look at the Fast-Food Industry by Eric Schlosser Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Writing Workshop: Exploring Argument Writing Workshop: Literary Analysis Writing Workshop: Narrative Writing |

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| CCSS.ELA-Literacy.W.11-12.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. | A Look at the Fast-Food Industry by Eric Schlosser Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Writing Workshop: Exploring Argument Writing Workshop: Literary Analysis Writing Workshop: Narrative Writing |
| Research to Build and Present Knowledge | | |
| CCSS.ELA-Literacy.W.11-12.7 | 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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |
| CCSS.ELA-Literacy.W.11-12.8 | 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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |

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| CCSS.ELA-Literacy.W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| CCSS.ELA-Literacy.W.11-12.9a | Apply grades 11-12 reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). | |

Analyzing Character Perspective and Allegory
 Beat Poetry
 Contemporary American Indian Voices
 Critiques of American Society in Science Fiction
 Dark Hauntings: "The Fall of the House of Usher"
 Experiencing and Reliving Vietnam
 Female Colonial Poets
 Fitzgerald and the Roaring Twenties
 Interpreting a Source Text: A Production of *Trifles*
 Latin American Magic Realist Voices
 Latina Poetry as an Expression of Cultural Heritage
 Poetry of Langston Hughes
 Robert Frost's Poetry
 The Iroquois Creation Myth: "The World on Turtle's Back"
 The Mississippi River Runaways
Trifles : The Rise of Modern Feminism on the Stage, Part 1
Trifles : The Rise of Modern Feminism on the Stage, Part 2
 Walt Whitman's "Song of Myself"

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| CCSS.ELA-Literacy.W.11-12.9b | Apply grades 11-12 reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]"). | <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>Abolition and Women’s Rights Movements, Part 1</p> <p>Abolition and Women’s Rights Movements, Part 2</p> <p>American Indian Issues</p> <p><i>Brown v. Board of Education</i></p> <p>Depression and Hard Times</p> <p>Exploring Cultural Identity through Language</p> <p>Henry David Thoreau - "Civil Disobedience"</p> <p>James Baldwin's Take on the Effects of Prejudice</p> <p>Jonathan Edwards’s "Sinners in the Hands of an Angry God"</p> <p>Martin Luther King Jr. and Civil Disobedience</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <p>Ralph Waldo Emerson</p> <p>Remembering and Reflecting on the Holocaust</p> <p>The Declaration of Independence</p> <p>The Poetry of Physics</p> <p>Thomas Paine</p> |
| Range of Writing | | |
| CCSS.ELA-Literacy.W.11-12.10 | 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, and audiences. | <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>Abolition and Women’s Rights Movements, Part 1</p> |

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| CCSS.ELA-Literacy.W.11-12.10 | <p>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, and audiences.</p> <p><i>(Cont'd)</i></p> | <p>Abolition and Women's Rights Movements, Part 2</p> <p>American Indian Issues</p> <p>Analyzing Character Perspective and Allegory</p> <p>Beat Poetry</p> <p><i>Brown v. Board of Education</i></p> <p>Contemporary American Indian Voices</p> <p>Correct Modifiers and Concise Wording</p> <p>Critiques of American Society in Science Fiction</p> <p>Dark Hauntings: "The Fall of the House of Usher"</p> <p>Depression and Hard Times</p> <p>Experiencing and Reliving Vietnam</p> <p>Exploring Cultural Identity through Language</p> <p>Female Colonial Poets</p> <p>Fitzgerald and the Roaring Twenties</p> <p>Henry David Thoreau - "Civil Disobedience"</p> <p>Interpreting a Source Text: A Production of <i>Trifles</i></p> <p>James Baldwin's Take on the Effects of Prejudice</p> <p>Jonathan Edwards's "Sinners in the Hands of an Angry God"</p> <p>Latin American Magic Realist Voices</p> <p>Latina Poetry as an Expression of Cultural Heritage</p> <p>Martin Luther King Jr. and Civil Disobedience</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to <i>Freakonomics</i></p> <p>Poetry of Langston Hughes</p> <p>Ralph Waldo Emerson</p> <p>Remembering and Reflecting on the Holocaust</p> |

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| CCSS.ELA-Literacy.W.11-12.10 | <p>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, and audiences.</p> <p><i>(Cont'd)</i></p> | <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 1</p> <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 2</p> <p>Robert Frost's Poetry</p> <p>The Iroquois Creation Myth: "The World on Turtle's Back"</p> <p>The Mississippi River Runaways</p> <p>The Poetry of Physics</p> <p>Thomas Paine</p> <p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 1</p> <p><i>Trifles</i> : The Rise of Modern Feminism on the Stage, Part 2</p> <p>Walt Whitman's "Song of Myself"</p> <p>Writing Workshop: Exploring Argument</p> <p>Writing Workshop: Literary Analysis</p> <p>Writing Workshop: Narrative Writing</p> |
| CCSS.ELA-Literacy.SL.11-12 | <p>Speaking and Listening Standards Comprehension and Collaboration</p> | <p>A Look at the Fast-Food Industry by Eric Schlosser</p> <p>Critiques of American Society in Science Fiction</p> |
| CCSS.ELA-Literacy.SL.11-12.1 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> | |
| CCSS.ELA-Literacy.SL.11-12.1a | <p>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.</p> | |

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| CCSS.ELA-Literacy.SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | A Look at the Fast-Food Industry by Eric Schlosser Critiques of American Society in Science Fiction |
| CCSS.ELA-Literacy.SL.11-12.1c | 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. | A Look at the Fast-Food Industry by Eric Schlosser Critiques of American Society in Science Fiction |
| CCSS.ELA-Literacy.SL.11-12.1d | 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. | A Look at the Fast-Food Industry by Eric Schlosser Critiques of American Society in Science Fiction |
| CCSS.ELA-Literacy.SL.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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |
| CCSS.ELA-Literacy.SL.11-12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | Speaking and Listening: Evaluating a Speaker |
| Presentation of Knowledge and Ideas | | |
| CCSS.ELA-Literacy.SL.11-12.4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |

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| CCSS.ELA-Literacy.SL.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. | Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |
| CCSS.ELA-Literacy.SL.11-12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) | A Look at the Fast-Food Industry by Eric Schlosser Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 |
| CCSS.ELA-Literacy.L.11-12 | Language Standards Conventions of Standard English | |
| CCSS.ELA-Literacy.L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| CCSS.ELA-Literacy.L.11-12.1a | Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | Using Resources and Reference Materials for Editing |
| CCSS.ELA-Literacy.L.11-12.1b | Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed. | Using Resources and Reference Materials for Editing |
| CCSS.ELA-Literacy.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| CCSS.ELA-Literacy.L.11-12.2a | Observe hyphenation conventions. | Nonrestrictive Elements and Parallel Structure |
| CCSS.ELA-Literacy.L.11-12.2b | Spell correctly. | Writing Workshop: Exploring Argument |

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| CCSS.ELA-Literacy.L.11-12.3 | Knowledge of Language 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. | |
| CCSS.ELA-Literacy.L.11-12.3a | Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Choosing Language Correct Modifiers and Concise Wording Sentence Fluency Using Resources and Reference Materials for Editing Verb Tense, Verb Voice, and Verb Mood |
| CCSS.ELA-Literacy.L.11-12.4 | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. | |
| CCSS.ELA-Literacy.L.11-12.4a | 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. | Anticipating the Future through Texts: <i>Visions</i> Choosing Language Choosing Language for Context and Purpose |
| CCSS.ELA-Literacy.L.11-12.4b | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). | Choosing Vocabulary Pronoun Agreement and Reference Writing Workshop: Narrative Writing |
| CCSS.ELA-Literacy.L.11-12.4c | 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. | Using Resources and Reference Materials for Editing |
| CCSS.ELA-Literacy.L.11-12.4d | 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). | Anticipating the Future through Texts: <i>Visions</i> Using Resources and Reference Materials for Editing |

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| CCSS.ELA-Literacy.L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| CCSS.ELA-Literacy.L.11-12.5a | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. | Contemporary American Indian Voices James Baldwin's Take on the Effects of Prejudice Poetry of Langston Hughes |
| CCSS.ELA-Literacy.L.11-12.5b | Analyze nuances in the meaning of words with similar denotations. | Choosing Language for Context and Purpose James Baldwin's Take on the Effects of Prejudice |
| CCSS.ELA-Literacy.L.11-12.6 | 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | A Look at the Fast-Food Industry by Eric Schlosser Choosing Language Choosing Vocabulary |