Time Frame	Unit	Standards	Evidence of Understanding	Assessment
		RI 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., The Federalist, presidential addresses). RI 9 Analyze seventeenth-, eighteenth-,	Find the political/social	
		and nineteenth-century foundational U.S. documents	connections between early	
		of historical and literary significance (including The Declaration of Independence, the Preamble to the	seminal texts; use	Guided analytical
2 weeks	Early American	Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and	context/keywords and	questions/writing analyses
(May)	Documents	rhetorical features.	prefixes	and discussion

1	T	narration of historical events, scientific		
		procedures/experiments, or technical processes. W 4		
		Produce clear and coherent writing in which the		
		development, organization, and style are appropriate		
		to task, purpose, and audience		
		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.		
		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.		
		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. W		
		11-12.9		
		Draw evidence from informational texts to support		
		analysis, reflection, and research. RL 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. RL 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. RL 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). 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	Understand that	
		word choices on meaning and tone, including words	Understand that	
		with multiple meanings or language that is	analytical/expository writing	
1		particularly fresh, engaging, or beautiful. (Include		
5 weeks	"Writing About Others'	Shakespeare as well as other authors.) CCSS.ELA-Literacy.RL.11-12.5	relies on close reading,	Guided questions and
(SeptOct.)	Experiences"	Analyze how an author's choices concerning how to	research, and evidence	analytical, expository essay

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: Oct., Feb.   Grammar/understandi   Demonstrate command of the conventions of standard English capitalization, punctuation, and proper mechanics while   student writing; daily ACT	concurrently			be able to communicate with	Quizzes; tests; evaluation of
I standard English capitalization, punctuation, and I I I I I I I I I I I I I I I I	: Oct Feb	Grammar/understandi	•	proper mechanics while	student writing: daily ACT
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	ıvıay)	ng the ACT	spelling when writing.	preparing for the ACI	question practice

		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.		
		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.		
		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).		
		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.		
		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.		
		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		
		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	lavostinata kavutkia nama	
		multiple sources on the subject, demonstrating	Investigate how this genre	
6.5 weeks		understanding of the subject under investigation.	has had a major impact on	
		W 11-12.8		
(non-		Gather relevant information from multiple	literature; display proper	
aanaurrant\	The couthorn literary	authoritative print and digital sources, using		
concurrent)	The southern literary	advanced searches effectively; assess the strengths	argumentative skills with	
(Sept. & Mar.	experience and the	and limitations of each source in terms of the specific task, purpose, and audience; integrate	textual evidence/secondary	
- Apr.)	argumentative essay	information into the text selectively to maintain the	sources	Argumentative essay

(JanFeb.   word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.   fuller explication of poetry   discussion;
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		Cite strong and thorough textual evidence to support		1
		analysis of what the text says explicitly as well as		
		inferences drawn from the text, including		
		determining where the text leaves matters uncertain.		
		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.		
		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).		
		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.)		
		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.		
		CCSS.ELA-Literacy.RL.11-12.6		
		Analyze a case in which grasping a point of view		
		requires distinguishing what is directly stated in a	Event in the comprehension	
		text from what is really meant (e.g., satire, sarcasm,	Excel in the comprehension	
		irony, or understatement). CCSS.ELA-Literacy.RI.11- 12.1	of literary devices and their	
		Cite strong and thorough textual evidence to support	_	
		analysis of what the text says explicitly as well as	use in understanding an	
3 weeks		inferences drawn from the text, including	author's purpose; become	
		determining where the text leaves matters uncertain.		
(non-		CCSS.ELA-Literacy.RI.11-12.2	aware of the set-up of the AP	
concurrent) (		Determine two or more central ideas of a text and	Literature Exam; use context	
Mar., Apr.		analyze their development over the course of the text, including how they interact and build on one	clues/prefixes to determine	
	l	another to provide a complex analysis; provide an	•	
May)	AP Exam Prep	objective summary of the text.	meanings	Discussion; practice tests

(JanFeb.) Narrative Memoir and complete own samples narrative writing	5 weeks	"Writing My Experience": The	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.  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.  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. W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Understand styles of narrative/reflective writing	Quizzes; guided analytical questions on memoirs; assessment of student
	(JanFeb.)	Narrative Memoir		and complete own samples	narrative writing