



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

750 Phelps Way, New Castle, PA 16101-5099 (724) 658-3583 FAX (724) 658-4753 www.lcctceagles.com

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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	Effective verbal and nonverbal communication skills are valuable in the workplace; employees must know how to communicate well in every situation. In English 11, teachers will prepare students to enter the 21st century job market as they build upon strategies in reading and writing, speaking and listening, and viewing as they critically analyze works of both fiction and nonfiction. Each unit cultivates language arts strategies with a deeper emphasis on linking academic and technical education to future careers. Additional focus will be made on preparation for post-secondary technical and occupational opportunities for all students.		
Unit Name	1. Welcome!		
Grade Level(s)	11	Time / Duration	1-2 Week
Created (Date)	9/17/22	Revised (Date)	9/29/24

Standards Addressed

NONFICTION

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.
- [CCSS.ELA-LITERACY.RI.11-12.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- [CCSS.ELA-LITERACY.RI.11-12.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CRAFT AND STRUCTURE

- [CCSS.ELA-LITERACY.RI.11-12.4](#) Determine the meaning of words & phrases as they are used in a text, including figurative, connotative, & technical meanings; analyze how an author uses & refines the meaning of a key term or terms over the course of a text.
- [CCSS.ELA-LITERACY.RI.11-12.5](#) Analyze & evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, & engaging.



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- [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 & content contribute to the power, persuasiveness or beauty of the text.

INTEGRATION OF KNOWLEDGE & IDEAS

- [CCSS.ELA-LITERACY.RI.11-12.7](#) Integrate & 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.RI.11-12.8](#) Delineate & evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles & use of legal reasoning & the premises, purposes, & arguments in works of public advocacy.
- [CCSS.ELA-LITERACY.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, & nineteenth-century foundational U.S. documents of historical & literary significance for their themes, purposes, & rhetorical features.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- [CCSS.ELA-LITERACY.RI.11 & 12.10](#) By the end of the school year, read & comprehend literary nonfiction in the appropriate grade level CCR text complexity band proficiently, with scaffolding as needed at the high end of the range

FICTION

KEY IDEAS AND DETAILS

- [CCSS.ELA-LITERACY.RL.11-12.1](#) Cite strong & 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 & analyze their development over the course of the text, including how they interact & 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 & relate elements of a story or drama

CRAFT AND STRUCTURE

- [CCSS.ELA-LITERACY.RL.11-12.4](#) Determine the meaning of words & phrases as they are used in the text, including figurative & connotative meanings; analyze the impact of specific word choices on meaning & tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- [CCSS.ELA-LITERACY.RL.11-12.5](#) Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure & 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 text from what is really meant.

INTEGRATION OF KNOWLEDGE & 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.
- [CCSS.ELA-LITERACY.RL.11-12.8](#) NA



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- [CCSS.ELA-LITERACY.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- & early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

- [CCSS.ELA-LITERACY.RL.11-12.10](#) By the end of the school year, read & comprehend literature, including stories, dramas, & poems, in grade level-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

PA CAREER STANDARDS

13.1 CAREER AWARENESS AND PREPARATION (Which job should I get?)

- A. Abilities and Aptitudes
- B. Personal Interests
- C. Non-Traditional Workplace Roles
- D. Local Career Preparation Opportunities
- E. Career Selection Influences
- F. Preparation for Careers
- G. Career Plan Components
- H. Relationship between Education and Career

13.2 CAREER ACQUISITION (How do I get a job?)

- A. Interviewing Skills
- B. Resources
- C. Career Acquisition Documents
- D. Career Planning Portfolios
- E. Career Acquisition Process

13.3 CAREER RETENTION AND ADVANCEMENT (How do I keep a job?)

- A. Work Habits
- B. Cooperation and Teamwork
- C. Group Interaction
- D. Budgeting
- E. Time Management
- F. Workplace Changes
- G. Lifelong Learning

13.4 ENTREPRENEURSHIP (How do I become my own boss?)

- A. Risks and Rewards
- B. Character Traits
- C. Business Plan

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

1. Start Strong; Stay Strong

Transfer

Students will be able to independently use their learning to...

- Develop insight into the nature of their learning through surveys and



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	<p>diagnostic tests</p> <ul style="list-style-type: none"> Develop a can-do attitude through observing their strengths and the strengths of others.
Meaning	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Metacognition, which begins with recognizing struggles, can help students progress
Essential Questions	<ol style="list-style-type: none"> What are my strengths? What are my struggles? How can I build on my strengths and address my specific needs? What is grit and how is it essential to my continuous learning

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Which specific reading skills they have mastered (<i>Study Island</i>). Which specific reading concepts are in need of improvement (<i>Study Island</i>). Their Lexile reading level (<i>San Diego Quick Assessment</i>). Their spelling skills acquired (<i>Bear Upper-Level Spelling Inventory</i>). Their preferred learning style (VARK and Analysis) How to dig deep when reading literature ("The Rose that Grew Through Concrete") How Latin Roots help determine unknown vocabulary (100 LR & "Get to the Root of It" packets)
Skills	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none"> Embracing their own personal diagnostic needs. Analyzing their own levels of personal growth Dig deep when reading literature. Identify unknown vocabulary using Latin Roots

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
<p>Students will:</p> <ul style="list-style-type: none"> Sign a receipt of document. Complete a "getting to know you" activity Complete benchmark assessment. 	<p>Performance Task(s) / Think:</p> <ol style="list-style-type: none"> Signed Syllabus Receipt. Student Interest Inventory worksheet & Family Survey



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- | | |
|--|---|
| <ul style="list-style-type: none"> • Complete reading ability assessment. • Complete spelling inventory based on alphabetic principles and conventional spelling • Complete a survey based on Visual, Aural, Reading, and Kinesthetic learning styles • Read a poem & answer guiding, post-reading multiple choice questions, and open-ended response. Watch a video & complete short-answer worksheet for an Artifact • Take a pre-test on 100 Latin Roots • Discuss and take notes on Latin Roots (25 each) • Complete Unit 1 Latin Roots • Watch a video & read SWEAT Pledge & complete scaffolded notes. | <ol style="list-style-type: none"> 3. Study Island Benchmark (online – 30 questions with 4 open-ended writings) 4. San Diego Quick Assessment (read-aloud word list) 5. Bear Upper-Level Spelling Inventory (spelling assessment) 6. VARK worksheet & analysis 7. CommonLit Assessment & Completed Worksheet Artifact 8. Quizlet 9. Scaffolded Note Worksheet (25 per page) & GForm Post Test 10. Worksheets & Quiz 11. Discussion of SWEAT Pledge & Completed Scaffolded notes. |
|--|---|

Other Evidence:

- NA

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. Getting to Know You & Student Interest Survey
 - a. **Syllabus** & discuss **school, technology, & classroom expectations**.
2. Student Interest Inventory worksheet & Family Survey
 - a. **STUDENT INTEREST INVENTORY**
 - i. Assign worksheet for homework to assess student's organization with a prompt return, meeting classroom expectations.
 - b. Collect the Syllabus sign-off slip (acknowledging their receipt of the syllabus) and Student Interest Inventory to file.
 - c. Distribute Family Survey for parents/guardians to complete & return.
3. Literature Benchmark Assessment
 - a. Students log in to **Study Island Login** and select the assigned Literature Benchmark.
 - b. Students answer questions 1-30 (multiple choice and 4 open-ended).
4. San Diego Quick Assessment
 - a. Administer the **San Diego Quick Assessment**, mark the results, and translate those results into Lexile levels.
 - b. Record SDQA results and file.
 - c. Mark in Notes in eSchoolData
5. BEAR Upper-Level Spelling Inventory



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- a. Explain the purpose of a diagnostic test and the importance of the students giving their best effort – that test results will be used to drive the direction of instruction – especially in small group settings.
 - b. Distribute notebook paper. Instruct students to write their name and date at the top & number from 1-31.
 - c. Read the spelling word from the **Upper-Level Spelling Inventory**, the sentence, and repeat word.
 - d. Students write each word on their numbered paper – spelling each to the very best of their ability & skipping over none.
 - e. Collect the spelling test & analyze it using the **Words Their Way Feature Guide**.
6. VARK
 - a. Distribute **VARK Learning Preference** assessment worksheet. Following all directions, students answer questions based on how they would prefer to receive and distribute information.
 - b. Distribute **VARK Results** worksheet. Following all directions, students tally their answers and analyze their results.
 - c. Discuss what each result means using the VARK website.
 - d. Collect the Vark Results worksheet to file.
7. **MEDIA LITERACY**
 - a. CRAAP Test
 - b. **INQUIRY: SCHOLARSHIP:** <https://www.digitalresponsibility.org/scholarships>
8. CommonLit ~ “The Rose That Grew from Concrete” & TED “Living Beyond Limits”
 - a. Students sign into CommonLit & join the class.
 - b. Students read the passage & answer the Guiding Questions.
 - c. Students answer the Assessment Questions including open-ended (participation points)
 - d. **LITERARY ANALYSIS ~ OPEN ENDED**
 - e. Teacher conducts a discussion based on the following questions:
 - i. How do you know you read a poem? (What are the characteristics of a poem?)
 - ii. Who is the intended audience? How do we know? (How do you cite specific examples from the text?)
 - iii. How can a title help you determine the main idea? What are the key terms in the title?
 - iv. What does the rose represent? Concrete? “Grew”? What are “Nature’s Laws”? What do they all represent – Crack? Funny? Keeping it’s dreams? Fresh air?
9. Students watch “Living Beyond Limits” YouTube TED
 - a. Students complete Artifact “Living Beyond Limits” and submit artifact for Career Portfolio.
10. **INQUIRY: PERSONAL NARRATIVE** – “A MOMENT OF STRUGGLE TO GROWTH”
 - a. “Scholarship” Format ~ 1500 words
 - b. Throughout the year – will revise to 500 words, 250 words, and 100 characters
11. Latin Root Study
 - a. Students join Quizlet class and take the diagnostic quiz on 100 Latin Roots in Quizlet.
 - b. Teacher records their assessment score as participation & in the notes, record their first score.
12. Latin Root acquisition (1-25/100)
 - a. Teacher conducts a discussion to complete the scaffolded notes by providing examples & a definition.



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- b. Students record their notes in the scaffolded worksheet.
 - c. Teacher plays Quizlet games to study and review for test.
 - d. At the end of the week, students take the "celebration of knowledge" on Google Forms.
13. "Get to the Root of It" Unit 1 Water Words
- a. Teacher distributes worksheets.
 - b. Teacher reviews the pronunciation of the 10 words.
 - c. Students complete the worksheet.
 - d. Each day, teacher reviews questions on the worksheet – "Which Q give you a hard time?"
 - e. Students turn in completed worksheets.
 - f. Students take a Unit 1 assessment (10 points).
 - g. These units will continue throughout the year – eventually 2 per week.

Resources

- Syllabus
- Student Interest Inventory & Family Survey
- Study Island Benchmark website
- San Diego Quick Assessment student copy in page protector & Teacher Record Sheet (one per)
- Bear Upper-Level Spelling Inventory notebook Paper & Student Feature Guide (one per)
- VARK worksheet & website
- CommonLit & Youtube, "Living Beyond Limits"
- Quizlet
- 100 Latin Root Worksheet, Google Form
- "Get to the Root of It"
- Youtube, "Miguel's Got Skills" & SWEAT Pledge and scaffolded notes
- Register with FastWeb.com and <https://app.scholarships360.org/>



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	Effective verbal and nonverbal communication skills are valuable in the workplace; employees must know how to communicate well in every situation. In English 11, teachers will prepare students to enter the 21st-century job market as they build upon strategies in reading and writing, speaking and listening, and viewing as they critically analyze works of both fiction and nonfiction. Each unit cultivates language arts strategies with a deeper emphasis on linking academic and technical education to future careers. Additional focus will be made on preparation for post-secondary technical and occupational opportunities for all students.		
Unit Name	2. Power of Words: Vocabulary Mastery through Latin Roots and Contextual Reading		
Grade Level(s)	11	Time / Duration	Weekly Vocabulary Study
Created (Date)	9/23/22	Revised (Date)	5/15/25

Standards Addressed

Reading Literature:

- **CC.1.2.9–11.A:** Determine a central idea of a text and analyze its development.
- **CC.1.3.9–11.F:** Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.3.9–11.I:** Analyze how an author's choices concerning text structure impact meaning.

Reading Informational Text:

- **CC.1.2.9–11.B:** Cite strong and thorough textual evidence to support analysis.
- **CC.1.2.9–11.J:** Acquire and use accurately general academic and domain-specific words and phrases.

Vocabulary Acquisition:



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- **CC.1.2.9–11.K / CC.1.3.9–11.K:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	<p>Words carry power and precision; understanding their roots enhances comprehension and communication.</p> <p>Latin-based roots and affixes are foundational to English vocabulary, especially academic and literary terms.</p>
Transfer	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Independently determine the meaning of unfamiliar words using morphological analysis. • Transfer vocabulary decoding strategies across disciplines (science, history, literature, etc.). • Apply knowledge of Latin roots and affixes to strengthen academic writing and reading comprehension.
Meaning	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • <i>Most academic vocabulary derives from Latin roots.</i> • <i>Analyzing word parts is a reliable strategy for unlocking meaning.</i> • <i>Effective communication depends on precise word choice.</i>
Essential Questions	<ul style="list-style-type: none"> • How does understanding Latin roots, prefixes, and suffixes improve our comprehension of complex texts? • In what ways does vocabulary shape meaning, tone, and communication? • How can we become independent word learners?



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Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know:

- Common Latin roots, prefixes, and suffixes (e.g., *bene*, *mal*, *ject*, *sub*, *inter*, *-tion*, *-ous*, etc.).
- How affixes change word meaning and grammatical function.
- Strategies for context clue usage and dictionary/reference consultation.

Skills

Students will be able to:

- *Break down unfamiliar words into roots, prefixes, and suffixes.*
- *Define and use new words accurately in speaking and writing.*
- *Analyze how diction affects tone and meaning in literary and nonfiction texts.*

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)

- Accuracy of morphological analysis.
- Effective use of vocabulary in writing and discussion.
- Depth of textual analysis linked to vocabulary understanding.
- Engagement with and application of vocabulary strategies.

Assessment Evidence

- **Vocabulary Notebook & Word Logs:** Students keep weekly records of words from readings, including root analysis, definitions, and sample sentences.
- **Root-Based Word Creation:** Students "invent" and define new words using studied morphemes.
- **Literary Analysis Essay:** Students analyze how diction (including Latin-based vocabulary) contributes to tone and meaning



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in a selected text.

- **Word Detective Challenge:** Students identify and explain the meaning of unfamiliar words in context from real-world texts (articles, literature excerpts, etc.).

Other Evidence:

- Quizzes on root/prefix/suffix knowledge.
- Reading journals and annotations.
- Exit tickets demonstrating word analysis.
- Peer teaching mini-lessons on new words.

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1ST QUARTER

1. (Intro) Just Add Water: hydr, aqua, mar/mer (Book 1)
2. #1. All Eyes and Ears: vis/vid, aud, phon
3. #2. I Just Gotta Know!: mem, ology, sci
4. #3. Around We Go: cycl, circ/circum, centr
5. **INQUIRY/BONUS**
 - a. #5. Express Yourself: dict, scib/scipt, graph/gram
 - b. #6. A Time and Place: chron, temp, loc
6. REVIEW

2ND QUARTER

7. #7. I like to Move It, Move It: mob/mot, tract, tend/tens/tent
8. #8. And Your Name Is?: onym, hosp, host
9. #9. Life, Light, and Love: bio, photo, phil
10. #10. The More the Merrier: plur, multi/poly, mega
11. **INQUIRY/BONUS**
 - a. #11. One is the Loneliest Number: mono, uni, sol & #12. It Takes Two: bi, du, ambi/amphi
 - b. #13. Three, Four, Five: tri, quad/quar, penta/quint & #14. Six, Seven, Eight: hex/sex, sept, oct
 - c. #15. Nine, Ten, Hundred: non/nov, deci/deca, cent
12. REVIEW

3RD QUARTER



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13. #16. The Nature of the Beast: anim, carn, phys

14. #17. Can I Trust You?: fals/fall, cert/cred, phob

15. #18. Can't We Just Get Along: arm, fen, cid/cis

16. #19. Oh the Places You'll Go!: vi, urb, terr

17. INQUIRY/BONUS

a. #20. Meet Me in the Middle: med, semi/hemi, equi

b. #2.1. The Good with the Bad: bene/bon, mal, dys

c. #2.2 We Are Family: pater/patri, mater/matri, gen (Book 2)

18. REVIEW

4TH QUARTER

19. #2.3 Earth, Wind, and Fire: geo, aer, pyr

20. #2.4 A Matter of Life and Death: Viv/vit, mort, nat

21. #2.5 Head to Toe: capit/cipit, manu, ped

22. #2.6 From Beginning to End: init, fin, term

23. INQUIRY/BONUS

a. #2.7 Look, but Don't Touch: spec, scope, tang/tact

b. #2.8 If You Build It . . . : form, struct, migr

24. REVIEW

FINAL

BONUS/INQUIRY

25. #2.9 Any Questions? rog, quer/ques, quir/quis

26. #2.10 Carry On!: gest, port, miss/mitt

27. #2.11 Throw and Catch: ject/jet, cept, ceipt/ceit/ceiv

28. #2.12 A Place for Everything: para, ord/ordin, pos

29. #2.13 You Better Work!: labor, oper, techni

30. #2.14 We Need to Talk: og/loqu, ora, test

31. #2.15 More Power to You: dyna, fort, poten

32. #2.16 Twists and Turns: rot, tort, vers/vert

33. #2.17 Bend Before You Break: flect/flex, rupt, frag/fract

34. #2.18 Stand and Conquer: sist, stat, vinc/vict

35. #2.19 We the People: dem, pop, greg

36. #2.20 Get in the Know: intel, not, sens

DIFFERENTIATION AND SUPPORT

- Computer and hands-on memorization supports
- Peer coaching and conferencing

Resources

- Latin Root Book 1 & Book 2
- Digital Resources (*like Study Island and Quizlet/Blooket*)
- SWEAT PLEDGE



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- 1 ~ Attitude of Gratitude
- 2 ~ Self Motifation



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Standards Addressed

Reading Literature:

- **CC.1.3.9-11.A** – Determine a theme or central idea of a text and analyze its development; provide an objective summary.
- **CC.1.3.9-11.B** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.

Reading Informational Text:

- **CC.1.2.9-11.A** – Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **CC.1.2.9-11.B** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.

Vocabulary Acquisition:



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- **CC.1.2.9–11.K / CC.1.3.9–11.K** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting reference materials.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	<p>Understanding the main idea of a text leads to deeper comprehension.</p> <p>Authors use supporting details to develop and clarify their central ideas.</p> <p>Both fiction and nonfiction texts rely on structured evidence and development to communicate their messages.</p>
Transfer	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Independently identify main ideas and supporting details across all genres of reading. • Use evidence to analyze and evaluate text. • Apply comprehension strategies in academic and real-world reading situations.
Meaning	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • <i>Main ideas are the author's central message or argument.</i> • <i>Effective readers can distinguish between main ideas and details that support, explain, or illustrate those ideas.</i> • <i>Identifying the relationship between details and central ideas leads to deeper comprehension and more meaningful discussions.</i>
Essential Questions	<ul style="list-style-type: none"> • How do readers determine the main idea of a text? • What makes a detail important or supportive of the main idea? • How does understanding the main idea help us become better readers



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and thinkers?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know:

- Definitions of **main idea**, **supporting details**, **summary**, and **theme**.
- How to find **explicit** and **implicit** main ideas in both fiction and nonfiction.
- Organizational structures that help reveal main ideas (e.g., cause/effect, chronological, problem/solution, etc.).

Skills

Students will be able to:

- Identify main ideas and supporting details in fiction and nonfiction texts.
- Use textual evidence to support the identification and analysis of main ideas.
- Summarize texts objectively.
- Explain how details contribute to the development of the central idea or theme.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)

- Accuracy of main idea identification.
- Depth of textual evidence cited.
- Clarity and conciseness in summaries.

Assessment Evidence

- **Main Idea Anchor Chart Project:** Students create visual representations (charts, slides, or posters) demonstrating how a central idea is developed and supported in a selected fiction or nonfiction text.
- **Objective Summary Writing:** Students write



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- Ability to distinguish between relevant and irrelevant details.

concise summaries of multiple texts, identifying main ideas and key supporting details.

- **Comparative Analysis Essay:** Compare how two authors (fiction and nonfiction) develop a main idea or central theme using evidence and structure.

Other Evidence:

- Reading comprehension quizzes.
- Annotation exercises.
- Exit tickets: What is the main idea of today's reading?
- Peer review and group discussions.

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. Intro to Main Idea & Details
 - a. Modeling with short texts, graphic organizers, and guided practice
 - b. Quick quiz: Identify the main idea in a paragraph
2. Nonfiction: Central Idea
 - a. Use of news articles, speeches, and editorials. Cornell notes + text-marking.
 - b. Summary with main idea and 3 details
3. Fiction: Theme & Supporting Evidence
 - a. Close reading of short stories, theme trackers, poetry, and play
 - b. Group poster: Theme + evidence
4. Structure and Development
 - a. Analyze how structure impacts the clarity of ideas
 - i. chronological, sequence, cause/effect, problem/solution, spatial, compare/contrast
 - b. Complete graphic organizers
 - c. Compose a paragraph for each type of graphic organizer – topic: CTE program
5. Summary Writing
 - a. Compose an article discussing a shop project or event from clubs/activities
 - b. MYERS-BRIGGS RESEARCH (MLA FORMAT)**
6. Assessment and Reflection
 - a. Timed reading and summary, self-assessment of growth
 - b. Final Quiz & Performance Task



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7. SENIOR EXIT INTERVIEW PRESENTATION:

- a. Introduction
- b. Plan to build

DIFFERENTIATION AND SUPPORTS

- Color-coded highlighting
- Additional practice by hand and digitally
- Anchor charts for main idea & detail – graphic organizers
- Peer coaching and conferencing

Resources

- Classroom Textbooks
- Digital Resources like *CommonLit*, *EReadingWorksheets*, *Study Island*, *Quizlet/Blooket*
- **NOVEL STUDY ~ THE GIVER**
 - Excerpts from the novel
- **CLASS OF . . . SENIOR RESOURCES**
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- SWEAT PLEDGE
 - 3 ~ Positivity
 - 4 ~ Passion in the Workplace



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	<p>Our nation's social and economic future depends on our ability to increase the percentage of students who leave high school ready for college and work. The workplace is changing and demanding a higher level of reading, writing, speaking, and listening skills in both face-to-face and virtual settings than ever before. Though more and more of our young adults realize the importance of higher education and aspire to continue their education after high school. College Prep English 11 students will prepare for the demands of a post-secondary program as they build on strategies in reading, composition, and grammar, speaking and listening, and viewing as they critically analyze upper-Lexile fiction and nonfiction resources. Additional focus will be made on preparation for postsecondary academic opportunities including SAT prep, college planning, and entrance exam preparation.</p>		
Unit Name	<p>4. Discovering the Author's Intent: Purpose and Technique in Literary and Informational Texts</p> <p>SUMMARY: This unit aims to deepen students' critical reading and thinking skills by guiding them to identify and analyze the author's purpose and techniques across genres. Through performance tasks, creative writing, and comparative analysis, students gain transferable skills for academic and real-world communication.</p>		
Grade Level(s)	11	Time / Duration	2 Weeks
Created (Date)	9/17/22	Revised (Date)	5/16/25

Standards Addressed

Reading Literature (Fiction):

- CC.1.3.9–11.A: Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- CC.1.3.9–11.E: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects.



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- CC.1.3.9–11.G: Analyze the representation of a subject or a key scene in two different artistic mediums.

Reading Informational Text (Nonfiction):

- CC.1.2.9–11.D: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- CC.1.2.9–11.E: Analyze how the structure of a text refines the meaning or supports an author's purpose.
- CC.1.2.9–11.F: Evaluate how words and phrases shape meaning and tone in texts.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	<p>Authors use purposeful techniques to communicate their message and influence readers.</p> <p>Understanding an author's purpose and technique deepens comprehension and critical analysis.</p> <p>Fiction and nonfiction texts require different reading strategies to uncover authorial intent.</p>
Transfer	<p>Students will be able to independently analyze and critique a wide variety of texts to determine an author's purpose and techniques, and apply these insights when creating their own purposeful writing.</p>
Meaning	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Authors make deliberate choices in language, structure, and style to achieve specific purposes. • Fiction and nonfiction texts serve different purposes and use different techniques. • Rhetorical and literary strategies are tools that shape meaning, tone, and impact.
Essential Questions	<p>How do authors reveal their purpose through literary and rhetorical techniques?</p>



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What strategies help us uncover an author's intent in fiction vs. nonfiction?

How do structure, tone, and language shape a reader's understanding of a text?

Why is it important to understand an author's purpose?

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge

Students will know...

- Definitions and types of author's purpose (e.g., to inform, entertain, persuade, express).
- Common literary techniques (e.g., symbolism, foreshadowing, irony, characterization).
- Common rhetorical strategies (e.g., ethos, pathos, logos, repetition, parallelism).
- How text structure, word choice, and tone affect interpretation.

Skills

Students will be skilled at (be able to do)...

- Identify and analyze the author's purpose in fiction and nonfiction texts.
- Evaluate the effectiveness of author's techniques in achieving their purpose.
- Compare techniques and purposes across genres and mediums.
- Construct analytical responses and essays supporting claims with textual evidence.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)

Students will:

- Clarity and accuracy in identifying author's purpose and technique.

Assessment Evidence

Performance Task(s) / Think:

- **Textual Analysis Essay**
Analyze how an author uses specific techniques to achieve their purpose in a



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- Depth of analysis and interpretation.
- Use of textual evidence to support claims.
- Engagement in discussions and collaborative analysis.
- Creativity and thoughtfulness in written and multimedia assessments.

selected fiction and nonfiction text.

- **Compare/Contrast Presentation**

In pairs, students present a comparison of how two authors (fiction vs. nonfiction) use techniques to convey a similar theme or purpose.

- **Creative Application Project**

Write a short story or opinion article where students apply purposeful techniques and reflect on their own authorial choices.

Other Evidence:

- Reading journals
- Text annotation activities
- Socratic Seminars and group discussions
- Formative quizzes on terminology and concepts
- Exit slips/reflection logs

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. RESUME

2. Begin with essential questions and purpose. Share learning goals and big ideas. Use anchor charts for author's purpose/techniques.
3. Watch and discuss a TED Talk or editorial cartoon with a strong authorial message. Ask: "What is the creator trying to accomplish?"
4. Close reading of literary texts (short stories, poems), nonfiction texts (essays, articles, speeches), mini-lessons on literary and rhetorical techniques, group work identifying purpose/techniques in shared texts.
5. Peer workshops for textual analysis drafts, reflecting on how an understanding of purpose evolved through discussion.
6. Differentiated texts by Lexile level and interest. Multimedia analysis (film, ads, music lyrics)
7. Scaffolded skill-building: vocabulary, techniques, analysis, synthesis, creative application, and



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graphic organizers to support writing

8. COVER LETTER

DIFFERENTIATION AND SUPPORT

- Sentence starters and scaffolding for response
- Tiered texts by reading level
- Anchor charts for terminology
- Peer coaching and conferencing
- Talk-to-the-text bookmarks – note and notice

Resources

- Classroom Textbooks
- Digital Resources like *CommonLit*, *EReadingWorksheets*, *Study Island*, *Quizlet/Blooket*
- Anchor charts and guided notes
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- SWEAT Pledge
 - 5 ~ Avoiding Debt
 - 6 ~ Safety



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	<p>Our nation's social and economic future depends on our ability to increase the percentage of students who leave high school ready for college and work. The workplace is changing and demanding a higher level of reading, writing, speaking, and listening skills in both face-to-face and virtual settings than ever before. Though more and more of our young adults realize the importance of higher education and aspire to continue their education after high school. College Prep English 11 students will prepare for the demands of a post-secondary program as they build on strategies in reading, composition, and grammar, speaking and listening, and viewing as they critically analyze upper-Lexile fiction and nonfiction resources. Additional focus will be made on preparation for postsecondary academic opportunities including SAT prep, college planning, and entrance exam preparation.</p>		
Unit Name	<p>5. Navigating Nonfiction: Understanding Structure, Organization, and Visuals in Informational Texts</p> <p>SUMMARY: This unit equips high school students to analyze and navigate the structure and features of nonfiction texts, especially informational and functional documents. Through explicit instruction, real-world examples, and creative application, students gain practical literacy skills essential for academic success and adult life. Performance tasks offer students the opportunity to both interpret and create clear, effective informational documents using text structure and visuals purposefully.</p>		
Grade Level(s)	11	Time / Duration	2 Weeks
Created (Date)	9/17/22	Revised (Date)	5/16/25

Standards Addressed

- **CC.1.2.9–10.A** – Determine a central idea of a text and analyze its development over the course of the text.



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- **CC.1.2.9–10.C** – Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made.
- **CC.1.2.9–10.E** – Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **CC.1.2.9–10.F** – Analyze how words and phrases shape meaning and tone in texts.
- **CC.1.2.9–10.G** – Analyze various accounts of a subject told in different mediums.
- **CC.1.2.9–10.H** – Delineate and evaluate the argument and specific claims in a text.
- **CC.1.2.9–10.K** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content.
- **CC.1.2.9–10.L** – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

Nonfiction texts are purposefully organized to convey information clearly and effectively.

Visual elements such as charts, graphs, and diagrams support and enhance textual information.

The structure of directions, instructions, and organizational formats influences comprehension and action.

Transfer

Students will be able to independently use their learning to:

- Navigate and analyze real-world informational texts and documents to gather information, follow instructions, and evaluate claims.



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	<ul style="list-style-type: none"> • Apply understanding of text structure and visuals to improve personal reading, writing, and decision-making. • Critically assess the reliability and clarity of informational documents encountered in academic, personal, and professional contexts.
Meaning	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Nonfiction authors choose organizational structures to achieve specific purposes (e.g., to explain, argue, inform). • Graphics and visual data help clarify and expand upon text. • Clear structure and formatting are essential for functional documents such as manuals, guides, and instructions.
Essential Questions	<p>How is information purposefully organized in nonfiction texts?</p> <p>How do visual elements (graphics, charts, etc.) contribute to meaning?</p> <p>What makes directions or informational documents clear and effective?</p> <p>Why is understanding structure important in nonfiction reading?</p>

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Types of text structures: chronological, compare/contrast, cause/effect, problem/solution, and description
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	<ul style="list-style-type: none"> • Features of functional/informational texts (headings, subheadings, bullets, numbered steps, captions, graphics) • Common visual elements: tables, charts, diagrams, timelines, infographics • Transition words that indicate structure (e.g., <i>first</i>, <i>however</i>, <i>consequently</i>, <i>in contrast</i>)
Skills	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none"> • Identify and analyze the organizational structure of informational texts • Interpret visual data and evaluate how it supports the main idea • Follow and evaluate sets of directions or procedural documents • Create their own structured informational or instructional text including visuals

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
<p>Students will:</p> <ul style="list-style-type: none"> • Accuracy in identifying and analyzing text structure • Effective interpretation of graphics and visuals • Clarity and logic in following or creating instructional documents • Quality of analysis and synthesis of nonfiction texts 	<p>Performance Task(s) / Think:</p> <ul style="list-style-type: none"> • Real-World Document Breakdown: Students analyze real-world documents (e.g., instruction manuals, job applications, how-to articles) and present findings on structure, clarity, organization, and visual features. • Instructional Design Challenge: Students write a clear set of directions or a how-to article, including logical structure, headings, and visuals (flowcharts, diagrams, etc.).



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- **Graphic Interpretation Analysis:** Students analyze an infographic or visual-heavy text and write an explanatory summary connecting visual elements to the text.

Other Evidence:

- Quizzes on structure types, transition words, and visual features
- Annotations of informational texts using color-coded categories (structure, visuals, transitions)
- Exit slips summarizing how structure impacted understanding
- Group work analyzing text and accompanying graphics

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. Text Structure Foundations
 - a. Direct instruction and guided practice on identifying and analyzing text structures.
 - b. Use high-interest nonfiction samples.
2. Foundational Texts and Directions
 - a. Examine real-life texts (instructions, recipes, policies).
 - b. Students highlight structure and evaluate clarity.
3. Visual Literacy
 - a. Introduce charts, diagrams, infographics.
 - b. Students practice extracting meaning and evaluating effectiveness.
4. Instructional Writing and Design
 - a. Students plan and write a set of directions with a logical structure and visual aids.
 - b. Peer and teacher feedback loops.
5. Performance Task and Assessment
 - a. Final quizzes and reflection activities.
 - b. Portfolio of analyzed texts.



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6. PAMPHLET PROJECT

DIFFERENTIATION AND SUPPORT

- Graphic organizers for breaking down structure
- Sentence stems and structure signal word banks
- Use of simplified functional texts with visuals
- Extension: Analyze complex policy documents, business memos, or government manuals
- Create infographics based on a nonfiction article

Resources

- Classroom Textbooks
- Digital Resources like *CommonLit*, *Study Island*
- Anchor charts, Graphic Organizers, and guided notes
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- SWEATA Pledge
 - 7 ~ Work Ethic
 - 8 ~ Perspective



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	<p>Our nation's social and economic future depends on our ability to increase the percentage of students who leave high school ready for college and work. The workplace is changing and demanding a higher level of reading, writing, speaking, and listening skills in both face-to-face and virtual settings than ever before. Though more and more of our young adults realize the importance of higher education and aspire to continue their education after high school. College Prep English 11 students will prepare for the demands of a post-secondary program as they build on strategies in reading, composition, and grammar, speaking and listening, and viewing as they critically analyze upper-Lexile fiction and nonfiction resources. Additional focus will be made on preparation for postsecondary academic opportunities including SAT prep, college planning, and entrance exam preparation.</p>		
Unit Name	<p>6. Understanding Literary Elements: Character, Setting, Plot, and Theme</p> <p>SUMMARY: This unit equips students with the analytical tools to explore how authors use literary elements to craft meaning. By focusing on character, setting, plot, and theme, and bridging both fiction and nonfiction, students gain transferable reading and writing skills. A mixture of creative and analytical tasks ensures engagement and deeper comprehension of complex texts.</p>		
Grade Level(s)	11	Time / Duration	3-4 Weeks
Created (Date)	9/17/22	Revised (Date)	5/16/25

Standards Addressed

Literature:

- CC.1.3.9–10.A – Determine a theme or central idea of a text and analyze in detail its development.
- CC.1.3.9–10.C – Analyze how complex characters develop over the course of a text.
- CC.1.3.9–10.E – Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects.



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- CC.1.3.9–10.F – Analyze how words and phrases shape meaning or tone.

Nonfiction:

- CC.1.2.9–10.A – Determine a central idea of a text and analyze its development.
- CC.1.2.9–10.B – Cite strong and thorough textual evidence.
- CC.1.2.9–10.C – Analyze how the author unfolds an analysis or series of ideas.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	<p>Authors use literary elements intentionally to convey meaning and evoke emotion.</p> <p>Understanding character, setting, plot, and theme deepens comprehension and critical thinking.</p> <p>Literary and nonfiction texts share similar strategies for developing meaning.</p>
Transfer	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> • Analyze and interpret literary texts by identifying and explaining the development of character, setting, plot, and theme. • Apply an understanding of literary elements to construct coherent written and oral analyses. • Draw connections between fiction and nonfiction to understand how structure and style shape meaning and impact.
Meaning	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Characters, settings, and plots are crafted with purpose and influence the reader's interpretation. • Themes are central ideas that often connect literature to human experiences. • Nonfiction texts use similar elements (structure, tone, development) to



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	achieve their purposes.
Essential Questions	<p>How do authors use character, setting, plot, and theme to convey meaning?</p> <p>In what ways can analyzing literary elements improve our understanding of a text?</p> <p>How does structure impact meaning in both fiction and nonfiction?</p> <p>What makes a character believable or compelling?</p> <p>How do themes emerge and evolve in a text?</p>

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<p>Students will know...</p> <ul style="list-style-type: none"> • Definitions and functions of character, setting, plot, and theme. • Textual evidence that supports analysis of literary elements. • Differences and similarities between literary fiction and nonfiction. • Key vocabulary: protagonist, antagonist, exposition, climax, resolution, motif, central idea, narrative arc, etc.
Skills	<p>Students will be skilled at (be able to do)...</p> <ul style="list-style-type: none"> • Identify and explain literary elements in fiction and nonfiction texts. • Analyze how authors develop characters and themes. • Compare thematic development across different genres. • Support claims with relevant textual evidence. • Write coherent analytical responses to literature..

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning



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and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
<p>Students will:</p> <ul style="list-style-type: none"> • Depth of analysis and interpretation • Effective use of textual evidence • Clarity and coherence of written/oral responses • Accuracy in identifying literary elements • Engagement with essential questions 	<p>Performance Task(s) / Think:</p> <ul style="list-style-type: none"> • Literary Analysis Essay: Students will write an analytical essay examining the development of character and theme in a literary text. • Theme Comparison Presentation: In groups, students will present how a shared theme is treated in a fiction and nonfiction text (e.g., novel and speech/article). • Creative Rewriting Task: Rewrite a scene by altering the setting and explain how the change affects the plot or theme.
<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit tickets responding to essential questions • Socratic seminar discussions • Reading logs and dialectical journals • Quizzes on literary elements • Annotated texts 	

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. **SHORT STORY STUDY**
2. Introduction to Literary Elements
 - a. Mini-lessons on character, setting, plot, and theme.
 - b. Interactive notes and anchor charts. Practice identifying elements in short stories.
 - c. Identifying in non-traditional genres (script, poem, etc.)



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3. Plot & Structure
 - a. Diagram plot structure in texts.
 - b. Identify turning points and pacing
4. Setting & Mood
 - a. Explore how setting shapes tone and mood.
 - b. Reimagine scenes with different settings.
 - c. Analyze impact.
5. **NOVEL STUDY ~ Gossamer**
6. Character Development
 - a. Analyze character motivation and transformation.
7. Theme in Depth
 - a. Use close reading to trace theme development.
 - b. Use graphic organizers to connect theme with character and plot.
8. Fiction & Nonfiction Comparison
 - a. Read a nonfiction article or speech with a similar theme.
 - b. Compare how authors build meaning.
9. Assessment & Reflection

DIFFERENTIATION AND SUPPORTS

- Sentence starters and scaffolding for writing responses
- Tiered texts by reading level
- Anchor charts for terminology
- Peer coaching and conferencing

Resources

- Classroom Textbooks
- Digital Resources like *CommonLit*, *Study Island*
- Anchor charts, Graphic Organizers, and guided notes
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- SWEAT Pledge
 - 9 ~ Lifelong Learning
 - 10 ~ Responsibility in the Workplace



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	<p>Our nation's social and economic future depends on our ability to increase the percentage of students who leave high school ready for college and work. The workplace is changing and demanding a higher level of reading, writing, speaking, and listening skills in both face-to-face and virtual settings than ever before. Though more and more of our young adults realize the importance of higher education and aspire to continue their education after high school. College Prep English 11 students will prepare for the demands of a post-secondary program as they build on strategies in reading, composition, and grammar, speaking and listening, and viewing as they critically analyze upper-Lexile fiction and nonfiction resources. Additional focus will be made on preparation for postsecondary academic opportunities including SAT prep, college planning, and entrance exam preparation.</p>		
Unit Name	<p>7. Interpreting Texts: Point of View, Inference, Genre, and Authorial Style</p> <p>SUMMARY: This unit develops students' ability to interpret complex texts by teaching them how authors use point of view, tone, style, and genre to shape meaning. Through inference and evidence-based analysis, students gain deeper insight into literary and informational texts. A variety of assessment formats—analytical, creative, and comparative—foster engagement and demonstrate mastery.</p>		
Grade Level(s)	11	Time / Duration	3-4 Weeks
Created (Date)	9/17/22	Revised (Date)	5/16/25

Standards Addressed

Literature:

- **CC.1.3.9–10.A** – Determine a theme or central idea and analyze its development, including how it is shaped by point of view and other literary elements.
- **CC.1.3.9–10.D** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.



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- **CC.1.3.9–10.E** – Analyze how an author’s choices concerning structure, order of events, and manipulation of time create specific effects.
- **CC.1.3.9–10.F** – Analyze how words and phrases shape meaning or tone in literary texts.
- **CC.1.3.9–10.G** – Analyze the representation of a subject or key scene in different genres and mediums.

Nonfiction:

- **CC.1.2.9–10.B** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.1.2.9–10.D** – Determine the author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CC.1.2.9–10.E** – Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- **CC.1.2.9–10.F** – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

Authors use tone, style, and point of view to influence the audience’s perception and emotional response.

Inferences and generalizations must be supported with textual evidence.

Genre influences how stories and arguments are structured and received.

Transfer

Students will be able to independently use their learning to:

- Interpret and critique texts across genres using evidence-based conclusions and inferences.
- Analyze how an author’s style, tone, and point of view shape meaning and audience response.
- Identify genre conventions and how they influence structure, mood,



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	and interpretation.
Meaning	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Meaning is shaped by the author's tone, style, and point of view. • Inference and generalization require a combination of textual evidence and reasoning. • Different genres have different conventions that impact reader expectations and interpretation.
Essential Questions	<p>How do readers draw valid conclusions and make inferences based on text?</p> <p>In what ways do tone, style, and mood impact the reader's understanding?</p> <p>How does point of view shape a narrative or argument?</p> <p>Why is understanding genre important in interpreting texts?</p> <p>How can we recognize an author's purpose and bias?</p>

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Definitions of inference, conclusion, generalization, tone, style, mood, point of view, and genre. • How to identify and differentiate tone and mood in a text. • Types of point of view (first-person, third-person limited, omniscient, etc.). • Genre characteristics: fiction, nonfiction, poetry, drama, journalism, satire, memoir, etc.
Skills	<p><i>Students will be skilled at (be able to do)...</i></p> <ul style="list-style-type: none"> • Draw valid inferences and conclusions from text.



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- Support generalizations with strong textual evidence.
- Analyze how tone, mood, and style contribute to meaning.
- Identify and compare point of view and its impact on the text.
- Evaluate how genre conventions shape a text's form and message.

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
Students will: <ul style="list-style-type: none"> • Strength and relevance of textual evidence • Accuracy in identifying tone, mood, and point of view • Clarity and logic of inferences and generalizations • Understanding of genre conventions • Depth of analysis and original thinking 	Performance Task(s) / Think: <ul style="list-style-type: none"> • Comparative Genre Analysis: Students select two texts (one fiction, one nonfiction) on a similar topic/theme and compare how point of view, tone, and style shape meaning differently. • Inference and Conclusion Portfolio: Students compile reading responses that highlight inferences, supported conclusions, and generalizations across texts. • Tone and Style Remix Project: Rewrite a familiar passage in a different tone/style and reflect on how the change alters meaning and mood.
Other Evidence: <ul style="list-style-type: none"> • Reading comprehension quizzes focusing on point of view, genre, and tone • Annotation of texts focusing on stylistic elements • Journal entries responding to essential questions • Socratic seminars and peer discussions 	

Stage 3 - Learning Plan



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What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. Introduction to Inference and Conclusions
 - a. Mini-lessons on inference and conclusion.
 - b. Practice with short nonfiction and fiction texts. Use visual/textual inference charts.
2. Tone and Mood
 - a. Analyze tone and mood in poetry, speeches, and short stories.
 - b. Use tone word lists.
3. Style and Author Voice
 - a. Read texts from different authors on similar topics.
 - b. Analyze syntax, diction, and literary devices. Begin style mimic exercises.
4. Point of View
 - a. Compare narratives with different points of view.
 - b. Explore the impact of shifting POV.
 - c. Create Graphic Organizers
- 5. GENRE STUDY**
 - a. Examine key genre conventions.
 - b. Compare a memoir to a journalistic article.
 - c. Conduct genre scavenger hunts with their text.
6. Final Assessments

DIFFERENTIATION AND SUPPORT

- Sentence starters and scaffolding for drawing inferences
- Tiered texts by reading level
- Anchor charts for tone, mood, genre conventions
- Peer coaching and conferencing
- Extension tasks: rhetorical analysis, satire writing

Resources

- Classroom Textbooks
- Digital Resources like *CommonLit*, *Study Island*
- Anchor charts, Graphic Organizers, and guided notes
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- SWEAT Pledge
 - 11 ~ Teamwork
 - 12 ~ Choices



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UbD Curriculum Overview

Department	English		
Course Name	English 11		
Course Summary	<p>Our nation's social and economic future depends on our ability to increase the percentage of students who leave high school ready for college and work. The workplace is changing and demanding a higher level of reading, writing, speaking, and listening skills in both face-to-face and virtual settings than ever before. Though more and more of our young adults realize the importance of higher education and aspire to continue their education after high school. College Prep English 11 students will prepare for the demands of a post-secondary program as they build on strategies in reading, composition, and grammar, speaking and listening, and viewing as they critically analyze upper-Lexile fiction and nonfiction resources. Additional focus will be made on preparation for postsecondary academic opportunities including SAT prep, college planning, and entrance exam preparation.</p>		
Unit Name	<p>8. Reading Between the Lines: Evaluating Argument, Bias, and Persuasion in Nonfiction</p> <p>SUMMARY: This unit empowers high school students to become critical thinkers and discerning readers. By analyzing nonfiction texts for fact vs. opinion, bias, propaganda, and author's argument, students learn to identify how writers shape perception. Through real-world examples, performance tasks, and collaborative analysis, students gain essential skills for both academic success and responsible citizenship.</p>		
Grade Level(s)	11	Time / Duration	2 Weeks
Created (Date)	9/17/22	Revised (Date)	5/16/25

Standards Addressed

Nonfiction

- **CC.1.2.9–10.B** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions.



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- **CC.1.2.9–10.D** – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **CC.1.2.9–10.H** – Evaluate the argument and specific claims in a text, assessing the validity of the reasoning and the relevance of the evidence.
- **CC.1.2.9–10.I** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **CC.1.2.9–10.L** – Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

Authors present information with varying degrees of objectivity, and readers must evaluate it critically.

Understanding the difference between fact, opinion, bias, and propaganda is key to being an informed reader.

Recognizing an author’s argument and purpose helps readers assess credibility and effectiveness.

Transfer

Students will be able to independently use their learning to:

- Analyze texts and media to distinguish between fact, opinion, and bias.
- Evaluate arguments and the use of persuasive techniques in nonfiction.
- Make informed decisions and judgments in academic, media, and real-world contexts.

Meaning

Students will understand that...



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	<ul style="list-style-type: none"> • Not all information is presented objectively; persuasive writing may use bias or propaganda. • A strong argument uses valid reasoning and relevant evidence. • Authors use tone, diction, and rhetorical devices to influence readers.
Essential Questions	<p>How can we tell the difference between fact and opinion in nonfiction?</p> <p>How do authors use bias or propaganda to influence readers?</p> <p>What makes an argument convincing or flawed?</p> <p>Why is it important to evaluate nonfiction texts critically?</p>

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	<p>Students will know...</p> <ul style="list-style-type: none"> • Definitions and characteristics of fact, opinion, bias, propaganda • Logical fallacies (e.g., hasty generalization, slippery slope, ad hominem) • Elements of an argument: claim, evidence, reasoning, counterclaim • Techniques of persuasion: ethos, pathos, logos
Skills	<p>Students will be skilled at (be able to do)...</p> <ul style="list-style-type: none"> • Differentiate between fact and opinion in texts • Identify bias and propaganda techniques



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- Analyze and evaluate an author's argument and reasoning
- Determine the effectiveness and credibility of a persuasive text

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
<p>Students will:</p> <ul style="list-style-type: none"> • Accuracy in distinguishing fact from opinion • Depth of analysis of bias, propaganda, or argument structure • Ability to support evaluations with textual evidence • Clarity and logic in writing or speaking 	<p>Performance Task(s) / Think:</p> <ul style="list-style-type: none"> • Bias & Propaganda Media Analysis Students analyze advertisements, political speeches, or social media posts to identify bias, persuasive appeals, and propaganda techniques. They present a multimedia analysis using evidence from the text. • Argument Evaluation Essay Students write an analytical essay evaluating the strength of an author's argument in an editorial, speech, or article. They assess the evidence, tone, bias, and persuasive techniques used. • Fact or Opinion Interactive Debate In small groups, students categorize statements from a nonfiction passage as fact or opinion, then debate their decisions using text-based evidence and rhetorical analysis.
<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit slips identifying techniques of persuasion • Quizzes on fallacies, ethos/pathos/logos, and argument components 	



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- Annotated readings of persuasive essays or articles
- Graphic organizers analyzing claims and evidence

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

1. Fact vs. Opinion
 - a. Guided readings and mini-lessons on distinguishing fact from opinion.
 - b. Practice sorting statements from nonfiction sources.
2. Bias & Author's Purpose
 - a. Analyze editorials and news articles.
 - b. Identify language cues and tone that reveal bias. Interactive bias spectrum activity.
3. Propaganda & Media Literacy
 - a. Study propaganda techniques in ads and politics.
 - b. Students analyze real-world examples and create "propaganda posters."
4. **PROPAGANDA STUDY**
5. Argument Structure
 - a. Break down argumentative texts into claims, evidence, and reasoning.
 - b. Introduce rhetorical appeals (ethos/pathos/logos).
6. Evaluating Arguments
 - a. Evaluate arguments in nonfiction texts.
 - b. Students use checklists to assess strength and validity of reasoning.
7. Performance Tasks
 - a. Culminating unit quiz and reflection.

DIFFERENTIATION AND SUPPORT

- Sentence starters for argument analysis
- Use of visuals to represent appeals and techniques
- Chunked readings and graphic organizers
- Analyze historical propaganda (e.g., WWII posters) or political satire

Resources



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- Classroom Textbooks
- Digital Resources like *CommonLit*, *Study Island*
- Anchor charts, Graphic Organizers, and guided notes
- Article of the Week: Commonlit
- Weekly lessons: Latin Root Study
- INQUIRY: Begin work on SWEAT Pledge Scholarship