



Key: Amistad Commission*

LGBTQ+ +

Holocaust ^

Career Education <>

Climate Change #

District Mission Statement/Standards and Commitments

Mission Statement

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that addresses the New Jersey Student Learning Standards (NJSLS). Teaching and learning will take place in physically and emotionally safe environments that have an active commitment to ensure trust, mutual respect, communication, effective collaboration, and good citizenship. The vision of Salem County Vocational and Technical School District is that all students develop the skills, knowledge, and attitudes necessary to succeed in life.

Course Description

People are dependent upon language to both understand and order their world and to communicate with others. The study of English language and literature promotes these abilities. By developing written and verbal communication skills, students improve their capacity to make meaningful connections with others. Through the study of literature, students gain a better understanding of the values, attitudes, and communication styles of a variety of cultures. These skills are more necessary than ever before, since advances in technology have made a "global village" possible. Without the skills developed in English, students will be at a serious disadvantage in this international technological community.

This course will focus on the literature of England. Studying the literature of the country from which much of our early government, customs, and culture derived will simultaneously give students a greater appreciation of a different culture and a greater understanding of the origins of our own culture. To enhance this learning experience, students will make broader connections through interdisciplinary curriculums. The course will also draw connections to parallel literary and historical periods in American history and literature with which the students are already familiar from previous coursework.

Critical thinking, writing, grammar, literary analysis, technology, and study skills will all be a part of the British literature course. Through an emphasis on writing, questioning, and reading critically, students will develop the communication and analytical skills necessary to succeed in our world.

Pacing Guide			
Time Frame	Unit	Standards	Resources
40 days (spread throughout the semester)	1 Novel/Play	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 W.AW.11-12.1.A,B,C,D,E W.IW.11-12.2.A,B,C,D,E,F W.NW.11-12.3.A,B,C,D,E SL.PE.11-12.1.A,B,C,D SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	<ul style="list-style-type: none"> • Achieve 3000 • Textbook Various Texts (examples): <ul style="list-style-type: none"> • <i>Frankenstein</i> • <i>Gulliver's Travels</i> • <i>The Picture of Dorian Gray</i> • <i>The Importance of Being Earnest</i> • <i>1984</i> • <i>Jane Eyre</i> • <i>The Lord of the Flies</i> • <i>Macbeth</i> • <i>Hamlet</i> • <i>A Tale of Two Cities</i> • <i>Pride and Prejudice</i> Teacher-created activities
50 days (spread throughout the semester)	2 Reading Comprehension Skills	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.PP.11-12.5 RI.MF.11-12.6 RI.AA.11-12.7 SL.PE.11-12.1.A,B,C,D	Textbook Various Texts- <ul style="list-style-type: none"> • <i>Beowulf</i> • <i>The Canterbury Tales</i> • <i>Everyman</i> • Various tales from the Arthurian legends • <i>A Modest Proposal</i> • Readings from Thomas Gray and Alexander Pope • Poetry by Blake, Coleridge, Byron, Wordsworth, and Keats • Poetry of Tennyson and Browning

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		SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	<ul style="list-style-type: none"> • Poetry of Kipling, Arnold, Housman, Hardy, and Pool • Poetry of Shakespeare + • Writings of Woolf + • Writings of Equiano* • Online informational articles (BBC)*^
Embedded throughout the semester	3 Writing Skills	W.AW.11-12.1.A,B,C,D,E W.IW.11-12.2.A,B,C,D,E,F W.NW.11-12.3.A,B,C,D W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 SL.II.11-12.2 SL.PI.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6	Online writing handbooks Worksheets Graphic organizers Writing Outlines Text based writing prompts Turnitin British Library Database
Embedded throughout the semester	4 Grammar and Language	W.AW.11-12.1.C W.AW.11-12.1.D W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 SL.AS.11-12.6 L.SS.11-12.1.A L.KL.11-12.2.A,B L.VL.11-12.3.A	Writer's Notebook Writer's Notebook Teacher-created Activities Holt High School Grammar Workbooks
Embedded throughout the semester	5 Vocabulary	RL.TS.11-12.4 RI.TS.11-12.4 SL.AS.11-12.6 L.VI.11-12.4.A,B,C,D	Sadlier Oxford Level G Vocabtest website Teacher-created activities

Embedded throughout the semester	6 Research	W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7	Teacher-created materials MILA APA Purdue Writing Lab
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Unit 1 Novel/Play

Curriculum Area: ELA	Grades: 12 Estimated pacing: 8 weeks
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Unit Rationale/Overview

The abilities to comprehend, summarize, predict, and evaluate are all skills that will serve students well in school and in the workforce. Teachers will use novels and/or plays to help build and refine these skills.

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> • What does the novel teach the reader about the time period in which it takes place? • What does a novel teach the reader about the values that are important to the author or the society? • How can a fictional novel provide an insight into the political or social issues of a real life society? • Can themes from novels written long ago still apply to the modern reader? 	<ul style="list-style-type: none"> • Text structure is important to comprehending a text. • Making connections to other texts aids in the overall comprehension of text. • Supporting writing with visuals in clearly communicating the author's purpose. • Authors convey their point of view in their writing. • Fiction and nonfiction texts can address the same topic for different purposes.

Pre-Assessment
<ul style="list-style-type: none"> • Teacher-created pre-assessment <ul style="list-style-type: none"> ◦ https://docs.google.com/forms/d/e/1FAIpQLSeCWyr8SkAaCSVOMBMTQKCzaFsP_W85z7ilfEBSFfKKAsHyw/viewform?usp=sf_link

Unit 1 Standards to be Taught and Assessed

Reading

RL.11-12.1
RL.11-12.2
RL.11-12.3
RL.11-12.4
RL.11-12.5
RL.11-12.6
RL.11-12.7
RL.11-12.10

W.11-12.1.A,B,C,D,E
W.11-12.2.A,B,C,D,E,F
W.11-12.3.A,B,C,D,E

SL.11-12.1.A,B,C,D
SL.11-12.2
SL.11-12.3
SL.11-12.4
SL.11-12.5
SL.11-12.6

Unit 1 Student Learning Objectives (SLO)

We Are Learning To (WALT)

- Identify and discuss the tradition and society from which an author draws in his or her novel.
- Recognize, discuss, and evaluate the social, cultural, and political aspects of the world shown in a novel.
- View a film version of the novel studied in class in order to evaluate the effectiveness of the film in terms of clearly representing the characters, storyline, and themes.
- Demonstrate understanding of a story line by completing a study guide.
- Practice context clues by defining words used in sentences.

Evidence of Learning

Instructional Activities	<ul style="list-style-type: none">• Discuss how attitudes in texts read continue to appear in today's society. * + ^• Research various mental health disorders and apply them to character analyses.• Research symbols (ie: colors, floral, etc.) and apply them to various text analyses.• Create a visual representation (a painting, a diorama, sculpture , etc.) which reflects themes, characterization, or symbolism in a text.
Formative Assessments	<ul style="list-style-type: none">• Conferences

	<ul style="list-style-type: none"> • Journal Entries • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	<ul style="list-style-type: none"> • Fiction Story Assessment • Drama Assessment • Projects
Benchmark Assessments	<ul style="list-style-type: none"> • Benchmark Assessment 1
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Textbook Various Texts: <ul style="list-style-type: none"> • <i>Frankenstein</i> <> • <i>Gulliver's Travels</i> • <i>The Interesting Narrative of Olaudah Equiano</i>* • <i>A Room of One's Own</i> + • <i>The Picture of Dorian Gray</i> • <i>The Importance of Being Earnest</i> • <i>1984</i> <> • <i>Jane Eyre</i> • <i>The Lord of the Flies</i> • <i>Macbeth</i> • <i>Hamlet</i> • <i>A Midsummer Night's Dream</i> • <i>A Tale of Two Cities</i> 	Chromebooks Interactive White Board	<ul style="list-style-type: none"> • Additional short texts 	<ul style="list-style-type: none"> • Achieve 3000 • Teacher-created interventions

Teacher-created activities			
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Interdisciplinary Connections
<ul style="list-style-type: none"> • 9.4.12.CI.1 • 6.1.12.HistoryCC.2.b

Unit 2 Reading Comprehension Skills

Curriculum Area: ELA	Grades: 12 Pacing: 10 weeks
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Unit Rationale/Overview

The ability to move beyond just the basic words on a page will prove an invaluable skill for the students who either wish to move to a college career or to a career in the workforce. Students need to be able to read, comprehend, and interpret various writings. Various pieces of literature from different eras in British history.

Unit 2 Essential Questions	Unit 2 Enduring Understandings
<ul style="list-style-type: none"> • What is an inference? • How can understanding the various literary elements help with the comprehension of a story or poem? • What can the various stories and poems tell us about the values and morals of the culture/society? • What do the characters of the stories tell us about human behavior? 	<ul style="list-style-type: none"> • Critical readers question the text, consider various perspectives, and look for the author's bias in order to think, live, and act differently. • Reading closely for meaning and purpose expands understanding of the world, its people and oneself. • Speaking and listening skills are critical for learning, communicating and teaching. • Literature can reflect, clarify, criticize, and satirize the time, ideas, and cultures it depicts.

Unit 2 Standards to be Taught and Assessed
Reading
RL.CR.11-12.1 RL.CI.11-12.2

RL.IT.11-12.3
RL.TS.11-12.4
RL.PP.11-12.5
RL.MF.11-12.6

RI.CR.11-12.1
RI.CI.11-12.2
RI.IT.11-12.3
RI.TS.11-12.4
RI.PP.11-12.5
RI.MF.11-12.6
RI.AA.11-12.7

Speaking and Listening

SL.PE.11-12.1.A,B,C,D
SL.II.11-12.2
SL.ES.11-12.3
SL.PI.11-12.4
SL.UM.11-12.5
SL.AS.11-12.6

Unit 2 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment
 - https://docs.google.com/forms/d/e/1FAIpQLSeCWyr8SkAaCSVOMBMTQKCzaFsP_W85z7ilfEBSFfKKAsHyw/viewform?usp=sf_link

Unit 2 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Reading:

- Recognize the contributions of different cultural groups to early British history, including the Celts and the Anglo-Saxons.
- Analyze Beowulf as an example of both the heroic and elegiac poetic modes.
- Identify and evaluate the concept of the “hero” as presented in Beowulf, and discuss the impact of that concept on British culture.

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- Read portions of *Beowulf* aloud and identify the characteristics of the poem that reflect its place in the oral literary tradition.
- Read and analyze various poems and stories from the period as examples of early British culture.
- Discuss the development of courtly love and medieval romance as a literary tradition and evaluate the status of women in the Middle Ages as it relates to that tradition.
- Analyze Chaucer's *Canterbury Tales* as an example of the merging of Christian and secular traditions.
- Identify, appreciate, and demonstrate the concept of satire first by analyzing *Canterbury Tales*.
- Discuss the literary concept of characterization as it pertains to Chaucer's prologue to the *Canterbury Tales*.
- Examine various medieval ballads for literary elements and common themes.
- Recognize the complex cultural, historical, and political changes that gave birth to the period known as the Renaissance including the rule of Henry VIII and Elizabeth I.
- Discuss and evaluate the evolving concept of the hero from the Anglo-Saxon period to the Renaissance.
- Recognize and appreciate the complex social, religious, scientific, and economic shifts that influence English literature and culture from the French Revolution.
- Develop the foundations of the understanding of satire, and identify social commentary within various satirical works.
- Recognize, appreciate, and evaluate the major themes of British Romanticism, including the idealization of the country and the child, the primacy of the individual, and the exalting of the imagination.
- Analyze works of the major British poets in order to identify different literary forms, concepts, and terms, such as the ode, the sonnet, the lyric poem, imagery, etc.
- Apply their knowledge of literary elements to locate examples of theme, symbolism, narration, imagery, etc. in various poems.
- Recognize, appreciate, and evaluate the social, cultural, and historical conditions which influenced the form and content of literature in the Victorian era.
- Discuss the rise of Realism as a literary movement.
- Formulate ideas about the use and abuse of power as it affects both those in power and those who must submit to power.
- Discuss and evaluate Virginia Woolf's influence as both an activist and novelist on British literature and culture.
- Discuss and evaluate the extent to which artistic forms increasingly feed into one another in modern culture—i.e., novels to film, radio shows to novels, films to computer games, etc.—and the benefits and detriments to the creative process that result.

Evidence of Learning	
Instructional Activities	
	<ul style="list-style-type: none"> • Read current news articles on the effects of climate change on farming practicing and discuss the financial and climate implications of those changes. <> # • Identify and evaluate what makes the “hero” of that movie heroic. In small groups, compare and contrast that hero to <i>Beowulf</i>. What are the similarities and differences in the Anglo-Saxon conception of heroism and the modern concept of heroism? • Identify and discuss the concept of satire as it pertains to Medieval literature. • Discuss the characteristics used to describe the dominant and oppressed groups in this literature.* + ^ • Write a contemporary account of one the <i>Canterbury Tales</i>. * + ^

Formative Assessments	<ul style="list-style-type: none"> • Conferences • Running records • Close readings • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	<ul style="list-style-type: none"> • Literature Assessment • Projects
Benchmark Assessments	<ul style="list-style-type: none"> • Benchmark Assessment 2 • Reading Lexile Level Assessment
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Oral Assessments • Alternative Choice Projects • Achieve 3000

Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Textbook Various Texts- <ul style="list-style-type: none"> • <i>Beowulf</i> ^ • <i>The Canterbury Tales</i> + • <i>Everyman</i> • Various tales from the Arthurian legends + • <i>A Modest Proposal</i> ^ • Readings from Thomas Gray and Alexander Pope • Poetry by Blake, Coleridge, Byron, Wordsworth, and Keats ^ 	Chromebooks Interactive White Board Powerpoint	Stories, poems, songs, and other readings from within the United Kingdom Films and documentaries Art representative of British culture Audio files or performance of songs, chants, or poems	<ul style="list-style-type: none"> • Achieve 3000 • Teacher-created interventions • Study guides

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<ul style="list-style-type: none"> • Poetry of Tennyson and Browning ^ • Poetry of Kipling, Arnold, Housman, Hardy, and Pool ^ • Writings of Woolf + • Holocaust survivor accounts from the British Library database ^ 			
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Interdisciplinary Connections
<ul style="list-style-type: none"> • 9.4.12.CI.1

Unit 3 Writing Skills

Curriculum Area: ELA	Grades: 12
	Pacing: Throughout

Unit Rationale/Overview

Writing will be a part of the student's everyday life either with a continued education in college or with a new career after high school. All of the skills necessary to create clear and specific writing will serve the students no matter what their future plans. To this end students will practice grammar, critical thinking, writing practices, and reflective thinking to help them become confident about themselves and their ability to be fluent and successful writers.

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> • Who is the audience and why is it important to consider this? • How should the writing be organized in order to give a specific and clear answer? • What information is necessary and what is “nice-to-know”? • How does the style/format of the essay change the answer given? • How does the writer determine what is necessary for the essay? 	<ul style="list-style-type: none"> • Reading can inspire writing. • Following writing conventions helps writing to become more clear. • Reading and writing skills improve with practice over time. • Authors comment on societal issues in their works. • Authors use different genres of writing, depending on their purpose.

Unit 3 Standards to be Taught and Assessed
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Writing

W.AW.11-12.1.A,B,C,D,E
W.IW.11-12.2.A,B,C,D,E,F
W.NW.11-12.3.A,B,C,D
W.WP.11-12.4
W.WR.11-12.5
W.SE.11-12.6
W.RW.11-12.7

SL.II.11-12.2
SL.PI.11-12.4
SL.UM.11-12.5
SL.AS.11-12.6

Unit 3 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment
- Writing assignment

Unit 3 Student Learning Objectives (SLO)

We Are Learning To (WALT)

Writing

- identify examples of MLA and APA documentation in an essay.
- explain the different expectations for each essay style.
- demonstrate proper MLA and APA format in an essay.
- write an essay with both unity and balance present.
- analyze a story or poem for a specific literary element.
- construct well-developed essays in various essay formats. (expository, persuasion, informational, research)

Unit 3 Evidence of Learning

Instructional Activities

- Short answer (job application essays) <>

	<ul style="list-style-type: none"> • Write an expository essay about a contemporary topic or about a topic popular during a specific era in British history * + ^ • Create a modern version of a piece of literature or a poem read in class (IE: update a Chaucer story) • Write an informational essay in class, such as a piece related to their CTE program <> • Write a persuasive piece expressing political views * + ^ • Write a character analysis
Formative Assessments	<ul style="list-style-type: none"> • Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	<ul style="list-style-type: none"> • Expository writing • Informational writing • Persuasive writing • Research project
Benchmark Assessments	<ul style="list-style-type: none"> • Benchmark Assessments
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Oral Assessments • Alternative Choice Projects • Achieve 3000

Unit 3 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Online writing handbooks Worksheets Graphic organizers Writing Outlines Text based writing prompts Purdue Writing Lab Turnitin	Chromebooks Interactive White Board	Examples of writing in the various styles Turnitin	Teacher-created invention Achieve 3000

Interdisciplinary Connections

- 9.2.12.CAP.5

Unit 4 Grammar and Language

Curriculum Area: ELA	Grades: 12 Pacing: Embedded in Each Unit
Unit 4 Rational/Overview	
<p>Students will continue to build on and refine their knowledge of grammar. Students will practice the following:</p> <ul style="list-style-type: none">• using clear and specific sentence• using varied sentence structure• proof-reading and editing marks• peer-editing• varying words by changing the part of speech (verb to noun, etc.)	

Unit 4 Essential Questions	Unit 4 Enduring Understandings
<ul style="list-style-type: none">• How does understanding grammar improve your speaking and reading?• What are the correct marks used for editing a paper?• How can one add variety to his or her writing via the sentence structure?	<ul style="list-style-type: none">• Grammar and spelling tend to follow patterns.• Clear communication begins with following grammar and spelling rules.

Unit 4 Standards to be Taught and Assessed

Writing Standards
W.AW.11-12.1.C W.AW.11-12.1.D W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6

Speaking and Listening Standards
SL.AS.11-12.6
Language Standards

Unit 4 Instructional Plan

Pre-Assessment
<ul style="list-style-type: none"> ● Teacher-created pre-assessment ● Student written responses

Unit 4 Student Learning Objectives (SLO)
We Are Learning To/That (WALT)

<ul style="list-style-type: none"> ● identify, and then change, the errors in given sentences. ● differentiate between slang and Standard American English. ● illustrate appropriate uses for various tones of voice in writing. ● making the proper corrections in grammatical elements (sentence structure, verb tense, spelling, punctuation, etc.) in given assignments. ● change the parts of speech in use to another form. ● recognition of sentence fragments and run-ons both individually and within paragraphs (both written and spoken). ● identify proper verb use within a sentence and paragraph and essay.

	Unit 4 Evidence of Learning
Instructional Activities	<ul style="list-style-type: none"> ● Writer's Workshop ● Teacher-created activities

Unit 4 Evidence of Learning

Formative Assessments	<ul style="list-style-type: none"> ● Conferences ● Running records ● Student practice activities ● Teacher-created activities ● Frequent checks for understanding ● Discussions
Summative Assessments	<ul style="list-style-type: none"> ● Quarterly Assessment of Progress
Benchmark Assessments	<ul style="list-style-type: none"> ● Benchmark Assessment 1-Parts of Speech and Sentences ● Benchmark Assessment 2-Punctuation and Capitalization ● Benchmark Assessment 3-Spelling
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Oral Assessments ● Alternative Choice Projects ● Various Grammar sites ● Writer's Notebook Additional References ● Writing Handbooks

Unit 4 Instructional Materials

Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Writer's Notebook Teacher-created Activities Holt High School Grammar Workbooks	Chromebooks Interactive Whiteboard	Various Grammar and Spelling websites	<ul style="list-style-type: none"> ● Teacher-created Intervention

Interdisciplinary Connections

6.1.12.HistoryUP.11.b ^

Unit 5 Vocabulary

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Curriculum Area: ELA	Grades: 12 Pacing: Embedded in Each Unit
Unit 5 Rationale/Overview	
<p>As students prepare for the world past high school a larger vocabulary will be of great importance. In addition to testing situations, students must be able to clearly and accurately express their ideas in college entrance essays and on job applications. Students will use weekly vocabulary units to help continue to build this vocabulary. Students will also be exposed to additional vocabulary words from the literature in class as well as vocabulary specific to their CTE programs <>. Students will continue their exploration of nonbinary terms in a variety of contexts.</p>	

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> • How can an increased vocabulary help you to communicate? • How will a better vocabulary help you in the workplace? • How will a better vocabulary help you in college? • What effect can vocabulary have on your writing ability? • How does vocabulary affect your reading ability? 	<ul style="list-style-type: none"> • Readers can use context to define words. • Readers can relate words to other words to better understand them. • Words have minor changes in meaning, even though they mean nearly the same thing.

Unit 5 Standards to be Taught and Assessed	
Reading Standards	
RL.TS.11-12.4	
RI.TS.11-12.4	
Speaking and Listening Standards	
SL.AS.11-12.6	
Language Standards	
L.VI.11-12.4.A,B,C,D	

Unit 5 Instructional Plan	
Pre-Assessment	

- Sadlier Oxford Level G pre assessment
- Vocabtest.com activities
- Achieve 3000
- Teacher-created pre-assessment, including CTE, nonbinary and literary terms + <>

Unit 5 Student Learning Objectives (SLO)

We Are Learning To/ We Are Learning That (WALT)

- distinguish the parts of speech in their vocabulary terms.
- apply various vocabulary terms in class discussions, writing assignments, and quizzes.
- choose the most appropriate vocabulary words to use in a story or paragraph.

Unit 5 Evidence of Learning	
Instructional Activities	<ul style="list-style-type: none"> • Sadlier Oxford Level G Activities • Teacher-created activities, including CTE, nonbinary and literary terms + <>
Formative Assessments	<ul style="list-style-type: none"> • Conferences • Running records • Student practice activities • Teacher-created activities • Frequent checks for understanding • Discussions
Summative Assessments	<ul style="list-style-type: none"> • Quarterly Assessment of Progress
Benchmark Assessments	<ul style="list-style-type: none"> • Benchmark Assessment 1 • Benchmark Assessment 2 • Benchmark Assessment 3
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Oral Assessments • Alternative Choice Projects • Additional Practice on Various Sites

Unit 5 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Sadlier Oxford Level G Various books and texts	Chromebooks SmART Board	Various websites	Teacher-created interventions

Interdisciplinary Connections
9.4.8.TL.3: <>

Unit 6 Research

Curriculum Area: ELA	Grades: 12 Pacing: 8 weeks
Unit 6 Rationale/Overview	
The research paper will be an individual effort that will teach students the process of analyzing as well as help refine their skills in finding information necessary to a specific task.	

Unit 6 Essential Questions	Unit 6 Enduring Understandings
<ul style="list-style-type: none"> • What is the difference between a research paper and a report? • What does it mean to analyze? • What can one analyze for? • How does a reading log assist in the research process? • What information would be most useful when creating notecards? 	<ul style="list-style-type: none"> • Reading can inspire writing. • Following writing conventions helps writing to become more clear. • Literature and nonfiction on a similar topic will draw parallels. • Reading and writing skills improve with practice over time. • Reading expands horizons and connects readers to a world outside of their own. • Authors comment on societal issues in their works. • Authors use different genres of writing, depending on their purpose.

Unit 6 Standards to be Taught and Assessed

Writing Standards

W.WP.11-12.4
W.WR.11-12.5
W.SE.11-12.6
W.RW.11-12.7

Unit 6 Instructional Plan

Pre-Assessment

- Teacher-created pre-assessment

Unit 6 Student Learning Objectives (SLO)

We Are Learning To/ We Are Learning That (WALT)

- Prepare a selected area of research given a broad topic.
- Produce a literary analysis based research paper in appropriate MLA or APA format.
- Synthesize material into an outline and thesis statement.
- Develop a rough draft and peer review draft with peers.
- Produce a final draft according to a rubric established at the beginning of the process.

Unit 6 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none">• Select a text from the time period and a modern text• Research how attitudes in the text continue to appear in today's society. * + ^
Formative Assessments	<ul style="list-style-type: none">• Construct a clear and appropriate thesis statement• Reading logs and note cards• Outline and graphic organizers
Summative Assessments	<ul style="list-style-type: none">• Presentations• Research paper
Benchmark Assessments	<ul style="list-style-type: none">• Benchmark Assessment 3

Alternative/Intervention Assessments	<ul style="list-style-type: none"> Oral Assessments Alternative Choice Projects Additional Practice
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Unit 6 Instructional Materials			
Instructional Materials	Equipment	Supplemental Resources	Intervention Resources
Teacher-created materials Power point MLA APA Purdue Writing Lab	Chromebooks SmART Board	Teacher-created resources	Teacher-created interventions

Interdisciplinary Connections
<ul style="list-style-type: none"> 9.4.12.ILM.2 9.4.12.ILM.7

Additional Information to be Considered for All Units	
Instructional Best Practices	
<ul style="list-style-type: none"> Explicit instruction Small group instruction Modeled reading and writing Cooperative Learning Setting objectives Providing effective feedback Questioning techniques Graphic organizers Technology infusion Conferencing Teacher and student-led discussions Pre-teach vocabulary Writer's notebook 	<ul style="list-style-type: none"> Gradual release of responsibility Visuals Student choice Running records Balanced literacy (Balance direct instruction, guided instruction, and independent learning) Independent reading Writers' workshop Do now/Anticipatory set

- Checks for Understanding ([Check for Understanding Strategies Description](#))

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers <p>* Implementation based on Student's IEP</p>	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Remediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring <p>* Implementation based on Student's 504</p>	<ul style="list-style-type: none"> • Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Rework instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students • for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board

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English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> • Vocabulary instruction • Pre-Reading strategies • Graphic organizers • Reading strategies • Tutoring • Pair students up with peers • Provide visual representation 	<ul style="list-style-type: none"> • Activities/assignments/projects/assessments • Provide an option for alternative instructional activities • Higher-level content • Adjust pacing of content • Small group enrichment • Individual enrichment • Higher-level text

Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Essential Questions and objectives posted and referenced throughout class • Do now/Warm-up • Whole group instruction/ Mini-lessons • Small group instruction • Modeling • Conferencing • Cooperative learning • Differentiated instruction • Guided practice • Independent practice • Learning stations • Formative assessment throughout the class • Closure/ reflection 	<ul style="list-style-type: none"> • Projects • Academic Games • Journaling

SEL Competencies and Activities		
SEL Competency	Examples Practices	Content Specific Activity and Approach to SEL
Self Awareness	<ul style="list-style-type: none"> • Clearly state classroom rules • Provide students with specific feedback regarding academics and behavior • Offer different ways to demonstrate understanding • Create opportunities for students to self-advocate • Check for student understanding/feelings about performance • Check for emotional well-being • Facilitate understanding of students strengths and challenges 	Feelings Wheel Positive Self Talk
Self Management	<ul style="list-style-type: none"> • Encourage students to take pride/ownership in their work • Encourage students to reflect and adapt to classroom situations • Assist students with being ready in the classroom • Assist students with managing their own emotional states 	WOOP Goal Setting Positive Pivot Scale
Social Awareness	<ul style="list-style-type: none"> • Encourage students to think on the perspective of others • Assign appropriate groups • Help students to think about social strengths • Provide specific feedback on social skills • Model positive social awareness through metacognition strategies 	The Listening Circle
Relationship Skills	<ul style="list-style-type: none"> • Engage families and community members 	Count Me Down

SEL Competencies and Activities		
	<ul style="list-style-type: none"> • Model effective questioning and responding to students • Plan for project-based learning • Assist students with discovering individual strengths • Model and promote respecting differences • Model and promote active learning • Help students develop communication skills • Demonstrate value for a diversity of opinions 	Rose, Bud, Thorn
Responsible Decision Making	<ul style="list-style-type: none"> • Support collaborative decision making for academics and behavior • Foster student-centered discipline • Assist students in step-by-step conflict resolution process • Foster student independence • Model fair and appropriate decision making • Teach good citizenship 	POOCH Protocol

Amistad Commission Mandates *

Teacher-selected texts will be read that address the topics of contributions and experiences of African-Americans to this country. Students will participate in other written assignments and projects that address the contributions and experiences of African-Americans.

LGBTQ+ Integration Mandates +

Teacher-selected texts will be read that address the topics of contributions and experiences of members of the LGBTQ community. Students will participate in other written assignments and projects that address the contributions and experiences of members of the LGBTQ community.

Holocaust Commission Mandates ^

Teacher-selected texts will be read that address the effects of bias, prejudice, bigotry, and bullying. Students will participate in other written assignments and projects that address the effects of bias, prejudice, bigotry, and bullying on individuals and groups of people.

Career Education <>

Texts will be read that address the topics of careers. Students will participate in activities that give them the opportunity to explore career pathways and read about individuals who work in various fields. Students will learn skills needed to be successful in the workplace and will demonstrate those skills to the best of their ability.

Climate Change #

Teacher-selected texts will be read that address the topic of Climate Change. Students will participate in other written assignments and projects that address climate change and its impact on the past, present, and future.