



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

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UbD Curriculum Overview

Department	English		
Course Name	English 12		
Course Summary	Students in CP English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Icebreaker/About-Me Activity/Policies & Procedures		
Grade Level(s)	12	Time / Duration	1 week
Created (Date)	08/24	Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career



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readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Getting to know your classmates and your teacher is conducive to a comfortable classroom environment and positive learning atmosphere. 2. Policies and procedures are an integral component when it comes to the safety of all stakeholders in both the classroom and any other workplace environment. 3. The ability to read information (process, analyze, communicate) are vital skills that everybody should have.
Transfer	<i>Students will be able to independently use their learning to...</i> • Learn about the interests of their classmates and their teacher, as well as other interesting information that will enable us all to get to know each other as real people who are all striving for the end goal of lifelong learning.
Meaning	<i>Students will understand that...</i> • Everybody has a different background and that the variance in our likes, interests, and personalities are what helps the educational system and, indeed, the whole world, thrive.
Essential Questions	1. What are some of the most interesting things you've learned about your classmates and your teacher? 2. Does there seem to be any common subject or topic that most people have in common or differ from? 3. How does the diversity of our passions and hobbies help to serve yourself and everyone around you better? 4. What have you learned regarding the policies and procedures of the classroom and our school? How can you use this information to create



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a safe and comfortable learning environment for yourself and your peers?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge

Students will know...

- About their classmates, their teacher, and maybe something new about themselves. The policies and safety measures in place at the LCCTC for our safety and protection.

Skills

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

- Communicate, ideally when it comes to asking questions, whether it pertains to learning about another person or equally salient information about how the classroom operates and, indeed, the entire school in case of an emergency. Learn, appreciate, and understand that knowledge can be absorbed for fun and interesting purposes and also for informative reasons that are just as beneficial.

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)

Formative Evaluation

- Students are asked to write specific details about themselves (favorite food, movie, music, book, their home school district, what shop they're in) with as much detail as possible.

Summative Evaluation

- Students share what they've written, ask questions to other students, answer questions posed by the teacher, and demonstrate a thorough knowledge of rules, policies, and procedures.

Assessment Evidence

Performance Task(s) / Think:

- This is a brief writing assignment that will call on students to think of the forms of art and other daily necessities that they prefer, as well as enable them to think about the commonalities and differences (which are meant to be appreciated) among a group as small as our classroom. They are to share their answers in as much detail as possible to demonstrate that they put time and thought into their answers, as well as to enable their peers to learn as much about them as they can. In education, it is important for students to learn from other students, and not just from the teacher.

Other Evidence:

- Students are assessed by sharing their answers—even if they are shy, the point is that



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we all may be and need to become comfortable in our class setting—to determine if they actually put thought into their responses and tried. They are answering questions about themselves, so it shouldn't be too trying. They turn their papers into me when they are finished.

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

- Differentiation in this particular assignment comes from the students themselves.
- This is a strategy to establish a sense of comfort amongst the class.
- The essential question found in the lesson plan for this activity is simply this: What can you learn about yourself by learning about others?
- Key learning events and instructions for this activity are that there are at least two or three basic topics that can be quickly established that all (if not, most) people have in common and can bond over.

Resources

- Students' prior knowledge. Paper and writing utensils. The internet.

UbD Curriculum Overview

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	addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Quarterly Independent Book Project (Sustained Silent Reading)		
Grade Level(s)	10 & 12	Time / Duration	Every nine weeks
Created (Date)	9/7/2023	Revised (Date)	12/19/2023

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. The purpose of this assignment is to grant students the freedom of choosing what they want and like to read, as well as giving them the opportunity to think critically and creatively about what they read depending upon which project they choose to do with their book.
Transfer	<i>Students will be able to independently use their learning to...</i> • Read, write, and research topics of their choosing as relates to the



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	book they picked to read for this project. They will be able to think critically and discern which options are best suited depending upon their text, and also analyze and create meaning and new meaning on a deeper level than before.
Meaning	<i>Students will understand that...</i> Reading and writing for entertainment purposes is wonderful, and doing the same for learning purposes and the transfer of information is equally important and can be fun and creative at the same time.
Essential Questions	- What book did you select to read for this project and why? - Which assignment did you select to do for this book, and why do you feel it is the best option? - Do you prefer reading and writing creatively or analytically?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> How to read and write on a deeper and more meaningful level, both for themselves and for their readers.
Skills	<i>Students will be skilled at (be able to do)...</i> Reading, writing, researching, presenting, and thinking critically and creatively.

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
Formative Evaluation The formative evaluation for this assignment is sustained silent reading (25 minutes) every Friday, as well as selecting a book and a project to coincide with it as well. Summative Evaluation The summative evaluation will consist of the student's project itself. They will be graded on how well they met or exceeded the rubric for their particular project, demonstrating that they put in the time and effort for reading the book and met the criteria outlined for their selection.	Performance Task(s) / Think: - SSR. Every Friday. 25 min. Students ask questions, are engaged, select books and projects best suited to those particular books. Other Evidence: - The book projects themselves. Some will be visual (interdisciplinary applications such as Art and English) others more research based—historical components, for example. Students have lots of freedom but still demonstrate ability to work within a realm with clear cut and specific guidelines.



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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

- Ultimately, this should be a fun but informative endeavor. Students should pick a book that they like and a topic that interests them so that it does not become arduous, and this will help them meet the goals when it comes time for them to complete the assignment they selected. This touches upon many facets of education, particularly those relevant to the English classroom most of all—creativity, critical thinking skills, research, communication, presentation—all of which are rooted in reading, writing, and books.

Resources

- Books, computers, paper, writing utensils, access to a public library or the school library, film, play, comic, or musical adaptations of the books (or any other media), bookstores, personal libraries, the internet, video recordings, etc.

UbD Curriculum Overview

Department	English
Course Name	English 12
Course Summary	Students in CP English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In



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	addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Shakespeare (Macbeth)		
Grade Level(s)	12	Time / Duration	One week
Created (Date)	9/8/2023	Revised (Date)	12/20/2023

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career
- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. This lesson focuses on character, and Shakespeare's works—particularly his tragedies—are extremely character-driven, making him one of the best writers to focus on this anchor.
Transfer	<i>Students will be able to independently use their learning to...</i> • Identify tenets of character, characterization, and character development, particularly as relates to the tragic hero and villain as



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	depicted in works of Shakespeare like Macbeth, Hamlet, and Richard III.
Meaning	<i>Students will understand that...</i> There are certain components to developing and defining these characters that not only make them more interesting and entertaining, but worthy of study, analysis, writing, and discussion, as well as classifying them based upon their traits.
Essential Questions	- What are the personality traits that lead to conflicts and complexities within characters like Macbeth, Hamlet, and Richard III? - How does Shakespeare develop these qualities through the text?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> What facets comprise a tragic character. The difference between character, characterization, and character development. How and why Shakespeare is one of the best when it comes to creating and developing complex characters, particularly with regard to their effect on other characters, the plot, and even symbolic and allegorical components of the text such as nature and weather representing their inner turmoil.
Skills	<i>Students will be skilled at (be able to do)...</i> Read and comprehend these details, as well as write about and (hopefully) create characters that have these most interesting qualities.

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
Formative Evaluation Presentation, reading, and answering questions regarding these literary themes. Summative Evaluation	Performance Task(s) / Think: Reading, writing, thinking, speaking. Classroom participation is strongly encouraged and useful in all lessons, but this



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The culmination of this will be a writing assignment highlighting the newly-learned characteristics with some focus on scholarly articles written about the characters and Shakespeare's other works, writing, and influence for differentiation.	one in particular. Other Evidence: The written responses of students, including their ability to dissect articles prevalent to the lesson and compare their most salient components to what we've read and talked about in the textbook.
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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

- A key summation of this lesson is students reading and writing about what makes a tragic character, both in terms of how Shakespeare accomplished this, and how it may be being done by modern authors as well as how the students could do it themselves. This includes being able to identify, define, and write about the qualities of these most-interesting of characters.

Resources

- Macbeth PDF
- Internet articles (scholarly)

UbD Curriculum Overview

Department	English
Course Name	CP English & English 12
Course Summary	Students in CP English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In



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	addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Edgar Allan Poe (Character/Characterization)		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	10/2/2023	Revised (Date)	1/2/2024

Standards Addressed

List all standards that will be addressed during the unit.

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- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
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- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Edgar Allan Poe is an author who wrote unique characters and narrators that not only undergo significant transformations throughout the course of the text, but also leave the reader with much to think about upon finishing the stories, such as the reliability (or lack thereof) for example.
Transfer	<i>Students will be able to independently use their learning to...</i>



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	Read, break down, analyze, interpret, discuss, and write about Poe, his writings, and other facets concerning his personal life discussed in class.
Meaning	<i>Students will understand that...</i> Great fiction oftentimes leaves readings with information to think about, be it artistic or informational, beautiful or ugly, complex or simplistic.
Essential Questions	- What character traits do you see in Poe's characters? - How would you characterize them? - In what ways does Poe develop his narrators? - Are there any features in the story that reflect these characteristics or transformations?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> More about Poe's life, his stories, his writing style, and, particularly, his unique characters, and how he creates them through imagery, dialogue, internal thought, and action.
Skills	<i>Students will be skilled at (be able to do)...</i> - Reading Poe and translating his Victorian style writing into their own terms—i.e. Derive meaning based upon his prose, particularly as it relates to character. - Write about these same topics, analyzing whether or not they agree or disagree with certain points brought up in class, particularly regarding whether or not certain narrators are to be trusted, or focusing on specifically how they change (or don't) over the course of the text. - Highlight character development and how Poe accomplishes characterization through the various aspects of rhetoric and composition through their own writing.

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
Formative Evaluation Students will be tasked with note-taking (specifically identifying things they've learned, didn't know, and would like to learn) regarding	Performance Task(s) / Think: This lesson will be heavy on classroom discussion. At its fundamental level, close readings of texts are greatly benefitted from



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Poe through Powerpoint presentations and a documentary. Summative Evaluation A written paper analyzing the positive and negative character traits in The Cask of Amontillado, specifically which ones outshine the others, and how they change—if at all—throughout the course of the story.	in-depth discussion, which, of course, can entail which features to focus on in the writing portion and how to concentrate on them. Other Evidence: The written papers and how well they refer back to the source material, as well as what has been discussed during the lesson as pertains to character, including symbolism, irony, humor, sarcasm, wit, atmosphere, setting, ect.
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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

- The key summation of this lesson is that students take away the uniqueness of Poe's characters, identify what makes them such, and how this pertains to the genre, and are skilled at reading, thinking, listening to, and speaking about it.

Resources

- The Cask of Amontillado text.
- The Cask of Amontillado Powerpoint.
- Edgar Allan Poe, The Master of The Macabre Documentary.

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	be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Persuasive Speaking		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	11/2/23	Revised (Date)	1/4/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
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- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

1. Reading, writing, speaking, and listening are the foundation of education.
2. These aspects of English are used to convey information on a daily basis.
3. You will need to be able to communicate clearly, and share and process ideas, regularly, especially in your careers.



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	4. Persuasive speeches are a great way to practice honing your ideas.
Transfer	<i>Students will be able to independently use their learning to...</i> • Prepare and deliver a speech in front of their classmates that will provide them with good practice for when they have to do it in their fields or even just to help them work out and process information about certain topics.
Meaning	<i>Students will understand that...</i> • Speaking in front of their peers is something that most people in the majority of the workforce will have to do. • The ability to persuade, communicate thoughtfully and clearly, and process ideas, is integral in our daily lives. • The relaying of information, whether for informative purposes or entertainment, is the foundation of education.
Essential Questions	1. What do you want to persuade your audience of? 2. How do you plan to do this? (What reasons, logic, facts, statistics, ect) 3. In what ways will you appeal to your audience's emotions? 4. Are there any anecdotes or other hooks you wish to share?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> • That persuasive speaking is, along with reading, writing, and listening, one of the main components of communication and English.
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Skills

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

- Write and prepare speeches. This includes doing the research, finding credible sources, and structuring their argument.
- Communicate and relay thoughts, ideas, and information in a clear and concise fashion, and support their claims with evidence and statistics, as well as logic and reasoning.
- Present and persuade their topics in an engaging manner that hooks their audience—readers and listeners—with appeals to emotion that are sensible and interesting.

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
Formative Evaluation • Formative assessment consists of planning and preparing their speeches. This, of course, includes selecting a topic, conducting research, structuring their argument, coming up with an appeal or a hook, and finding and including other forms of evidence to support their claims. Summative Evaluation • Summative evaluation is the speech itself. The speech will have to have an effective opening, an appeal to pathos and logos, an understandable structure and smooth transitions, firm backing by reputable and credible sources, and fit within the time window allotted for the presentation itself.	Performance Task(s) / Think: • This lesson will have one major session of lecture and the majority of the rest will be composing their speeches, formulating arguments, conducting research, and then finalizing those speeches. Other Evidence: • The ultimate evaluation in this lesson will be the presentations themselves. Students will have the option to present on a school policy or a fictional scenario determined by the teacher on which they'd like to present, either requiring them to think critically and creatively.

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

- In conclusion, this lesson will have one major lecture session, followed by loads of research (if applicable) writing, formatting, and preparation. Students will learn the interconnectedness between



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picking a topic, researching it, writing and formatting it, and, ultimately, presenting it within the parameters of a timeframe and backed by their own expertise, other credible evidence and sources, emotional relevance, and relatable logic.

Resources

- Powerpoint presentation. Books. The internet. Film or documentary clips. Other students and teachers (as potential interview sources). Anecdotes and other evidence pulled from shop and trade experiences. The school website if discussing a school policy. News outlets.

UbD Curriculum Overview

Department	English		
Course Name	CP English & English 12		
Course Summary	Students in CP English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Frankenstein		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	9/22/23	Revised (Date)	1/11/14

Standards Addressed

List all standards that will be addressed during the unit.

UbD Curriculum Overview

Department	English		
Course Name	English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		



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Unit Name	Mary Shelley's Frankenstein		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	9/22/23	Revised (Date)	1/11/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas

1. Mary Shelley's Frankenstein is one of the greatest works of gothic literature, and its impact on that world, as well as the worlds of cinema and our modern culture, is profound.
2. The text addresses what it means to be a monster (who is it, for example) and contains many other major themes and big



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	ideas—forbidden knowledge, the consequences of dangerous power, and nature vs nurture—that make the text rife with analysis for readers and movie-goers alike.
Transfer	<i>Students will be able to independently use their learning to...</i> Engage in close readings of seminal texts and analyze their various themes and lasting influence, particularly in regards to character, characterization, and character development, as well as identifying thematic elements bigger than the story itself, such as archetypal figures.
Meaning	<i>Students will understand that...</i> The complexity of the characters and the events that unfold as a result of their actions and choices has layered meanings, which have inspired an entire genre in the fields of literature and cinematic arts. This makes Frankenstein one of the most important novels of all time.
Essential Questions	- Who is the real monster, Victor or The Creature? - Was Frankenstein's Monster conditioned to commit monstrous acts, or is this a product of its very nature? - Why is the idea of yielding untold power irresponsibly relevant even today? - How has this book and its equally-famous film adaptation stood the test of time and spawned an entire genre? - Is this novel horror, science fiction, gothic/romantic, or a combination of the three?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> That seminal works of literature (or any form of art, for that matter) are typically novel in the sense that they introduce themes that generally haven't been explored prior, and leave the reader, viewer, or listener, with more than they had going in, whether it is newfound information or creative enrichment, inspiration, and countless, wonderful ideas.
Skills	<i>Students will be skilled at (be able to do)...</i> Break apart and talk about themes, ideas, character traits, and story structure that transcends the typical conversation regarding how or why a text is good or bad, scary or not, etc.

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
Formative Evaluation - Formative evaluation will consist of class discussion and quick writes identifying all of the different themes we've talked about in relation to the book. Summative Evaluation - Summative assessment will consist of a number of assignments. Compare & contrast book to film version. Analytical essays deconstructing the characters. Comparing and contrasting the novel to visual adaptations such as graphic novels and comics. What elements are kept? Which remain the same?	Performance Task(s) / Think: - Reading, writing, viewing, and discussing this great work of literary and cinematic art on multiple and layered levels to extract relevant meaning. Other Evidence: - Classroom discussion. - Written essays detailing all of the pertinent information regarding various versions of this seminal text. - Comparing various adaptations of this story, breaking them down, extracting meaning on multiple and layered levels, rife with content.

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

- We will read the most significant portions of the text, watch clips from film adaptations, as well as



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read excerpts from the graphic novel for comparison and analysis.

- There will be much discussion and writing.
- Thorough breakdown of the characters, events, and symbolism.
- Understanding of the influence of the text.

Resources

- Mary Shelley's Frankenstein or The Modern Prometheus full text.
- Frankenstein, the graphic novel.
- Universal's Frankenstein & The Bride of Frankenstein movie clips.
- Powerpoint.
- Online articles and essays. Scholarly.
- Abridged and annotated versions of the text.

UbD Curriculum Overview

Department	English		
Course Name	CP English & English 12		
Course Summary	Students in CP English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	The Strange Case of Dr. Jekyll & Mr. Hyde. The Legend of Sleepy Hollow.		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	10/18/23	Revised (Date)	1/22/24

Standards Addressed

List all standards that will be addressed during the unit.

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



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- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. There is a duality to human nature and our understanding of reality and the physical world that is present in literature. 2. This notion is concrete and black-and-white, making it easy to grasp and rife for teaching lessons. 3. Washington Irving's writings teach us much about the history and the culture of early America. 4. The Legend of Sleepy Hollow contains many elements that can be extrapolated from many of our modern legends in terms of culture, location, and story structure.
Transfer	<i>Students will be able to independently use their learning to...</i> • Write a paper or complete a diagram identifying positive and negative human traits and characteristics • Research, write, and present their own legend.
Meaning	<i>Students will understand that...</i> • Gothic fiction deals with nature, romance, and the supernatural. This usually manifests in human characteristics and conflict. • Legends, like early American writings, contain pieces of culture, usually specific to certain regions, and are part of the oldest tradition of narrative, which is oral storytelling.
Essential Questions	1. What other stories deal with the dual nature of human beings? 2. What does this idea represent and in what other ways can it be expressed artistically? 3. Are there any elements of a budding nation that you are able to pick up on while reading Irving's work?



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4. Can you compare this text to any other legends, either in fiction or reality?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge

Students will know...

- That art (specifically literature) tackles issues concerning our nature and how it impacts the world around us, often in fantastical or allegorical fashion.
- Any developing culture is going to be connected to local and regional legends, oftentimes expressed in writing and various other art forms.

Skills

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

- Identify components that exemplify character and characterization.
- Create writings concerning the "Dr. Jekyll" & "Mr. Hyde" within all of us.
- Read, write, and discuss the tenets that comprise legends.
- Understand the significance of oral/aural storytelling in young and growing nations.

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)

Formative Evaluation

- Formative assessment will consist of completing a diagram detailing characteristics of the eponymous character's split personalities. Write about and identify elements of legend and its influence on culture, specifically in regard to America.

Summative Evaluation

- An essay exploring and extrapolating the components of gothic fiction and how it ties into legends and helps us better understand the world through literature.
- Research, write, and present your own legend.

Assessment Evidence

Performance Task(s) / Think:

- Performance will mostly consist of reading, discussion, writing, and presentation. It will cover all facets of English.

Other Evidence:

- Students will engage in literature in various forms and degrees, all of which will be connected in terms of the gothic genre, early America, and the history of legends and oral storytelling.

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



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Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

- This lesson hits a lot of the main points of literature, both written and spoken.
- Genres and Subgenres. Character, character development, and characterization.
- Legends, various forms of literature, and its influence on a growing culture and country.
- Writing, visual media, and speaking/presentation.

Resources

- The Strange Case of Dr. Jekyll & Mr. Hyde by Robert Louis Stevenson and The Legend of Sleepy Hollow by Washington Irving full texts.
- Powerpoint slides concerning both works, the genre, elements of character and legend.
- Youtube videos and clips of film adaptations.
- Legends Powerpoint.
- Computers for research of legends.

UbD Curriculum Overview

Department	English		
Course Name	CP English & English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Persuasive Speaking		
Grade Level(s)	12	Time / Duration	Two Weeks
Created (Date)	11/3/23	Revised (Date)	1/23/24

Standards Addressed

List all standards that will be addressed during the unit.

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.



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- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Persuasive speaking is one of the most effective modes of communication if done properly. 2. Much planning (writing) goes into the delivery of persuasive speeches.
Transfer	<i>Students will be able to independently use their learning to...</i> • Select, research, and structure a topic of their choosing, preferable one that interests them and, in turn, deliver it in an effective speaking presentation.
Meaning	<i>Students will understand that...</i> • Literature does more than entertain us; it informs us. • Words can be lifted off the page for entertainment AND information. • The ability to relay ideas, process thoughts, and communicate clearly, is one of the most useful skills that people can have.
Essential Questions	1. What topic are you choosing to present on? (A school policy or something that is a point of debate within your trade). 2. What is your ethos, logos, pathos? 3. How can you construct your persuasive speech to meet the rigors of the timeframe, as well as deliver it in a manner that is well-structured with a natural progression?



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Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> • How to grab their audience's attention. • How to emotionally involve their listeners. • How to establish themselves as authorities on their topic. • How to structure a speech, establish a clear thesis, and connect their main points and conclusion BACK to that thesis, making for a coherent argument.
Skills	<i>Students will be skilled at (be able to do)...</i> • All of the above, as well as become more comfortable presenting in front of their peers and elders—maintain good eye contact, movement, good posture, ect.

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
Formative Evaluation • The formative evaluation for this assignment will be the writing and planning for the speech itself—selecting a topic, a thesis, anecdotes/hook, emotional appeal, logic and reasoning, establishing why you are an authority on the topic, ect. Summative Evaluation • The summative evaluation for this unit will be the delivery of the speech itself. The actual presentation.	Performance Task(s) / Think: • The written portion of the speech, containing all of the elements mentioned and in the proper order, as well as the planning, preparation, and practicing of the speech itself. Other Evidence: • Pitch, tone, inflection, eye-contact, movement, awkward pauses (um, uh) confidence, posture, don't constantly repeat or waste too much time on any one thing, excitement and emotion.

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



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- There are many facets to this lesson that will teach students about reading, writing, speaking, and listening, all of the major tenets of English and communications, skills that are at once entertaining and informationally useful. Most important of all is the art of interaction and coherence of thought and language, which are some of the biggest lessons that this class teaches. The goal is to also get students more comfortable presenting in front of an audience as well.

Resources

- Books & internet search engines (relevant to the topic of the student's choosing).
- Other students and vocational teachers as potential interview resources.
- Personal experiences and data gathered.
- Video clips.

UbD Curriculum Overview

Department	English		
Course Name	CP English & English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	A Christmas Carol		
Grade Level(s)	12	Time / Duration	Two Weeks
Created (Date)	12/6/24	Revised (Date)	1/29/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of



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standard English grammar, usage, capitalization, punctuation, and spelling.

- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. A Christmas Carol is one of the most famous Christmas stories ever written. 2. It is a ghost story, but it is also a commentary on social class issues. 3. Not only did it help to popularize many of the secular Christmas traditions in Victorian England, but it is firmly rooted in the struggles and the class conflicts prevalent during Dickens' time.
Transfer	<i>Students will be able to independently use their learning to...</i> • Read and extrapolate the major themes of "Carol" as relates to class struggles and the holiday itself. • Identify the seminal influence upon Dickens' other Christmas books and its lasting impact on the zeitgeist of literature and cinema. • Analyze and study character traits.
Meaning	<i>Students will understand that...</i> • Ebenezer Scrooge is one of the most famous characters in all of literature. • That "A Christmas Carol" has many significant implications for how we live our lives. • The book is rich with working class issues and mythology, making it one of the most important reads for seniors leaving high school to be familiar with.
Essential Questions	1. What Christmas traditions do you see in this book that we still follow today? 2. What are some of the major themes of the book? 3. How does Dickens connect the social commentary to the festivities of the holiday itself? 4. Why is the book so influential?



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Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> • The struggles faced by different classes of people in Victorian Era England. • The backdrop against which Dickens wrote the story. • The messages the book conveys. • The book's influence. • How it has inspired a multitude of other Christmas tales.
Skills	<i>Students will be skilled at (be able to do)...</i> • Define character traits relating to all of the book's major characters. • Identify characterization and character arcs in addition to these qualities. • Pinpoint the popular elements of the holiday and connect them to human struggles. • Compare and contrast the book to various film adaptations.

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
Formative Evaluation • Formative evaluation will consist of a powerpoint presentation, note taking, class discussion, video clips, reading of each individual stave and acting out certain parts. Summative Evaluation • Summative evaluation will be an exam which will consist of multiple choice questions, matching, fill in the blank, and essay questions relating to the book, its themes, characters, and societal and historical context.	Performance Task(s) / Think: • Read, write, discuss, watch—connect to your own Christmas traditions and explore and extrapolate upon the major themes that make the text as seminal and classic as it is. Other Evidence: • Lots of reading, writing, and discussion. • Author and biographical information about Charles Dickens and his process for writing A Christmas Carol. • Personal and historical connections.

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



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- This book will be examined in many layers and in multiple contexts through various forms of reading, writing, viewing, discussion, and assessment. This is one of the richest of all the works of Charles Dickens, making it rife with teaching material as pertains to the holiday season, history, society, and even the writing process itself. This is a fun, interesting, engaging, and festive unit.

Resources

- Charles Dickens "A Christmas Carol" (1843).
- Powerpoint presentation.
- Film clips & potential movie adaptations to view to compare and contrast to the novel.
- Study guides.
- Character charts.
- Research articles about the Christmas holiday itself (traditions, etc).

UbD Curriculum Overview

Department	English		
Course Name	English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Resume Building		
Grade Level(s)	12	Time / Duration	One week
Created (Date)	1/8/24	Revised (Date)	2/5/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.



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- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Resume writing is the first step towards attaining a career. 2. Resumes are the first impression an employer has of you. 3. Format and grammar are key to perfecting resumes.
Transfer	<i>Students will be able to independently use their learning to...</i> • Structure and craft their own professional resumes. • Read, rewrite, and edit already existing ones. • Perfect and hone their resume writing skills for job searches.
Meaning	<i>Students will understand that...</i> • Resumes are representative of your skills and experience. • They are also a gauge of your education and professionalism. • There is a proper and strict structure to follow when crafting your ideal resume.
Essential Questions	1. What is the best way to minimize the white space on your resume? 2. How can you set it up so that it is aesthetically pleasing to the eye? 3. What are the most important elements to include and preclude? 4. How can you structure and write it in such a way that it meets the one page limit? 5. What skills, experience, and other accolades do you wish to highlight most?

Stage 1 - Essential Content, Concepts, & Skills

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



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Acquisition

Knowledge	<i>Students will know...</i> - The importance of professionalism in the fields of reading, writing, and communication, as well as how these skills help one acquire, maintain, and excel within their chosen careers. - How to write and format a grammatically-impeccable resume that is a distinguished representation of themselves, their education, and their work history.
Skills	<i>Students will be skilled at (be able to do)...</i> - Craft and format original resumes, as well as edit ones they've already written. - Select appropriate adjectives and phraseology that makes them stand out candidates for a position. - Complete the resume building template which will assist them when it comes to perfecting the ideal structure of a professional resume.

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
Formative Evaluation - Formative Evaluation will consist of students watching a resume writing video on mycareertech.com and completing the subsequent resume writing test to assess their understanding of the formatting and other major concepts. Summative Evaluation - Summative Evaluation will be the writing and submission of an up-to-date professional resume to send to prospective employers upon graduation.	Performance Task(s) / Think: - Watch the video explaining in depth the key facets of resume building, craft and structure, ect. - Test your knowledge on these concepts which will, in turn, assist with the writing component and filling out the template. - Ultimately construct an ideal resume perfectly suited to establish you as a main qualifier for a job of your choice. Other Evidence: - Test scores and the finished product (resume) itself.

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



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- Ultimately, the purpose of this lesson is career-readiness, and in a far more concrete way than extrapolating themes such as character and genre from literature. These are the unavoidable forms of written and spoken communication which inform us, and, in turn, enable us to inform others, share ideas, process thoughts and think coherently, and communicate well. A necessary tool for each and every one of us that will be broken down into three parts: An educational video; an exam; and a writing assignment.

Resources

- Mycareertech.com resume writing video & test on the video.
- Resume writing template.
- Past resumes to plug in information, rewrite, edit, and work on formatting and visual presentation.

UbD Curriculum Overview

Department	English		
Course Name	CP English & English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing.		
Unit Name	Animal Farm		
Grade Level(s)	12	Time / Duration	Two weeks
Created (Date)	1/24/24	Revised (Date)	4-8-24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.



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- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.
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-

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Animal Farm has many significant connections to World War Two, particularly Joseph Stalin & Communism. 2. It is an allegory and a fairy tale in addition to its historical context thanks to the talking animals and their overthrow of the barn.
Transfer	<i>Students will be able to independently use their learning to...</i> • Read, write, think, and discuss their topics prevalent in the book at length.
Meaning	<i>Students will understand that...</i> • Historic events can be tackled in fiction and literature through an allegorical and fairy tale lens and still get their point across.
Essential Questions	1. How does Animal Farm relate to what we've discussed concerning Joseph Stalin and his treatment of the Russian state and people through communism? 2. What are some of the fairy tale elements that you can identify? 3. How does this contribute to the overall message, or theme, of the book? 4. What are the biographical aspects of Orwell that appear in the book?



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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...

- Important issues, historical or otherwise, can be tackled by literary fiction under the guise of a fairy tale.
- Although this is a fantastical tale, this is still a warning against the dangers of these types of battles.

Skills

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

- Reading and analyzing metaphors in literature.
- Extracting deeper meaning from allegorical and fantastical works.

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

Formative Evaluation

- Reading the book. Class discussion. Filling out the anticipation guide and the active reading guide for each of the chapters.

Summative Evaluation

- Final exam.

Performance Task(s) / Think:

- The active reading guide will be turned in for points and be allowed for students to use during the test.

Other Evidence:

- Final exam scores & anticipation guide.

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

- This unit will begin with an anticipation guide and supplementary articles on Orwell and WW2/Communism for additional context, as well as examples of modern fairy tales.
- We will read the book as a class. Students will be assigned an anticipation guide and articles to complete, as well as an Active Reading Guide for the open note final exam. We will fill out the guide, answering all questions and vocab, chapter by chapter.



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Resources

- Anticipation Guide.
- Supplementary articles.
- Animal Farm by George Orwell.
- Active Reading Guide.
- Final exam.
- Film adaptation.

UbD Curriculum Overview

Department	English		
Course Name	English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing		
Unit Name	Senior Exit Interview		
Grade Level(s)	12	Time / Duration	Two weeks
Created (Date)	March 21	Revised (Date)	4-10-24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.



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- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Preparing for interviews is key when it comes to landing a career. 2. There are multiple layers to the interviewing process. 3. Many tactics are involved in this facet of communication and career-readiness.
Transfer	<i>Students will be able to independently use their learning to...</i> • Better understand different types of interview questions. • Formulate cogent responses. • Feel comfortable by continually practicing the process.
Meaning	<i>Students will understand that...</i> • Preparedness is key. • Professionalism is integral. • Understanding your craft helps a lot as well.
Essential Questions	1. How can you better prepare yourself for the Senior Exit Interview and actual job interviews? 2. What are the areas of "weakness" that you would like to improve?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition



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Knowledge	<i>Students will know...</i> How to prepare for an interview and answer a wide array of potentially difficult questions and prompts.
Skills	<i>Students will be skilled at (be able to do)...</i> - Maintain eye contact. - Good pitch/volume - Proper composure. - Understand what is being asked of them.

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
Formative Evaluation - Students will formulate written responses on paper and on google docs to questions pertaining to themselves and their shops. Summative Evaluation - Students will conduct mock interviews with classmates and the teacher and provide feedback to one another.	Performance Task(s) / Think: - Read, write, think, discuss. Other Evidence: - Responses and feedback, written or otherwise.

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

- The purpose of this lesson is to prepare students for their careers, specifically focusing on the communication and informative facet of English. At its core, this unit is job-readiness. It ranges from helpful interviewing tips to tying a tie, and it is an effective measure to determine how well-prepared students are to begin their professional journey.

Resources

- Slideshow presentation.
- Interview prompts.
- Videos.
- Mock interviews.
- Written responses.



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UbD Curriculum Overview

Department	English		
Course Name	English 12		
Course Summary	Students in English 12 will be responsible for reading various works of fiction and some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing		
Unit Name	Professional Digital Networking		
Grade Level(s)	12	Time / Duration	One Week
Created (Date)	April 3	Revised (Date)	4/15/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and individual or shared writing products in response to ongoing feedback, including new arguments and information.
- **Standard - CC.1.5.11-12.E:** Adapt speech to a variety of contexts and tasks.
- **Standard - CC.1.5.11-12.F:** Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.



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Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1. Creating professional forms of social media are integral for career networking. 2. Digital portfolios and Google Sites are great resources in showcasing your skills and experience.
Transfer	<i>Students will be able to independently use their learning to...</i> • Create LinkedIn accounts. • Create Google Sites to use as a form of a professional scrapbook.
Meaning	<i>Students will understand that...</i> • Social media can be used for professional purposes. • If done correctly, you can land a great career.
Essential Questions	1. How can you make your online presence as professional as possible? 2. What experience and work history can you include in your accounts? 3. What skills and schooling would you like to showcase?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> • How to digitally network and interact with other professionals. • How to make significant connections to colleagues and other workers in their fields.
Skills	<i>Students will be skilled at (be able to do)...</i> • Professionally navigate the digital realm. • Create career opportunities. • Connect and interact with employers.



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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
Formative Evaluation - Students will be tasked with completing a list, of sorts, of skills, experience, and education, that they will showcase in both forms of professional social media. Summative Evaluation - Create a professional LinkedIn account and Google Site/digital portfolio.	Performance Task(s) / Think: - Create an account. - Accentuate salient details concerning your skills, experience, and work history. - Properly incorporate the use of visuals with text. Other Evidence: - The finalized accounts.

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

- This will be one of the most practical and useful lessons for seniors, especially at this point in the school year, as they will gain a thorough understanding and appreciation for professional digital networking, both as a great resource in showcasing themselves and their talents, as well as something beneficial to them personally and their career opportunities.

Resources

- LinkedIn app.
- Chromebooks
- Google Sites
- Videos/tutorials
- Teacher examples
- School website, pictures, ect
- Certificates, awards, and other accolades

UbD Curriculum Overview

Department	English
Course Name	English 12
Course Summary	Students in English 12 will be responsible for reading various works of fiction and



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	some non-fiction. Students will be expected to use reading, writing, and speaking skills to demonstrate their understanding of literature. CP English 12 students will be required to complete a book project using proper MLA citation. In addition to these aspects, students will be exposed to vocabulary and grammar, as well as engage in creative writing		
Unit Name	Tuesdays With Morrie		
Grade Level(s)	12	Time / Duration	Two Weeks
Created (Date)	4/15/24	Revised (Date)	4/17/24

Standards Addressed

List all standards that will be addressed during the unit.

- **Standard - CC.1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts.
- **Standard - CC.1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **Standard - CC.1.2.11-12.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **Standard - CC.1.4.11-12.B:** Write with a sharp distinct focus identifying topic, task, and audience.
- **Standard - CC.1.4.11-12.F:** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **Standard - CC.1.4.11-12.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.
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- **Standard - CC.1.5.11-12.G:** Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions
What are the overarching takeaways and big ideas for students?



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Big Ideas	1. Tuesdays With Morrie is a great “send off” for senior students preparing to make their way outside of high school. 2. This memoir contains many great bits of wisdom, advice, aphorisms, and teachings applicable to many of our experiences. 3. You can learn a lot about yourself and connections to teachings and other pieces of knowledge you’ve experienced along your journey.
Transfer	<i>Students will be able to independently use their learning to...</i> • Read the text independently and identify its major themes. • Connect the teachings to themselves, their experiences, schooling, and careers. • Write their own memoirs.
Meaning	<i>Students will understand that...</i> • Literature can be entertaining and informational, particularly teaching us about ourselves. • This book is one of the most important to be incorporated into the 12th grade curriculum. • This work covers nearly all facets of our journeys and experiences.
Essential Questions	1. What are some of the most significant takeaways you’ve garnered after reading Tuesdays With Morrie? 2. How can you apply them to the world, other texts, and yourselves? 3. What is the most beneficial tenet of this book that can benefit most everyone? 4. What are some of the best qualities of a good mentor?

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge	<i>Students will know...</i> • Life lessons can be learned through books, perhaps better than any other medium. • Reading and understanding some of the most crucial works of literature as pertains to schooling is valuable on many levels. • Creating this memory and taking with you these lessons are perhaps the most effective way in which to end your English schooling.
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Skills

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

- Identify teachings as presented through writing and human interaction.
- Create their own aphorisms, understand key concepts concerning the human experience, and garner a newfound appreciation for teachers, mentors, and role models who have helped to shape us all.
- Discuss at length the quality of the lessons they've learned and how it significantly impacts them personally.

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
Formative Evaluation • Begin reading TWM as a class and fill out the interactive reading guide. • Watch actual video interviews with Morrie and connect them to the happenings detailed in the book. Summative Evaluation • TWM final exam.	Performance Task(s) / Think: • Read, write, think, discuss. • Share experiences and personal connections. • Apply these lessons to your new adventures. Other Evidence: • Final exam scores. • Interactive reading guides.

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

- There will be plenty of discussion generated from reading this book, as it is chalk full of valuable teachings that can be applied on so many levels. Students will interact with the text in all forms of communication, as well as partake in a summative exam for their final assessment, which will consist of various forms of assessment/questions and prompts. This book and these lessons are not only a great way to prepare seniors for their adventures to navigate outside of high school, but also tremendously rich and important information to leave them with as well.

Resources

- Tuesdays With Morrie by Mitch Albom
- TWM Interactive Reading Guide.
- Morrie Schwartz video interview.
- TWM film adaptation.
- Final exam.



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UbD Curriculum Overview

Department			
Course Name			
Course Summary			
Unit Name			
Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	

Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	1.

Stage 1 - Essential Content, Concepts, & Skills

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



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Acquisition

Knowledge

Students will know...

-

Skills

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

-

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)

Formative Evaluation

-

Summative Evaluation

-

Assessment Evidence

Performance Task(s) / Think:

-

Other 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

-

Resources

-

UbD Curriculum Overview

Department

Course Name

Course Summary

Unit Name



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

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

Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	
Standards Addressed			
List all standards that will be addressed during the unit.			

Stage 1 - Desired Results: Enduring Understandings & Essential Questions <i>What are the overarching takeaways and big ideas for students?</i>	
Big Ideas	1.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	1.

Stage 1 - Essential Content, Concepts, & Skills <i>What do we want students to know and be able to do?</i>	
Acquisition	
Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning <i>What are the formative (informal) and summative (formal) assessments used to measure learning</i>



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

Evaluation Criteria (F/S)	Assessment Evidence
Formative Evaluation	Performance Task(s) / Think:
•	•
Summative Evaluation	Other 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

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Resources

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UbD Curriculum Overview

Department			
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Unit Name			
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Created (Date)		Revised (Date)	

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Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1.
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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... •
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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
Formative Evaluation • Summative Evaluation •	Performance Task(s) / Think: •
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Stage 3 - Learning Plan

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Summary of Key Learning Events and Instruction

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Essential Questions

1.

Stage 1 - Essential Content, Concepts, & Skills

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

Acquisition

Knowledge

Students will know...

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

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Stage 2 - Assessments / Evidence of Learning

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Stage 1 - Essential Content, Concepts, & Skills

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Acquisition

Knowledge

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Formative Evaluation

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Summative Evaluation

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Assessment Evidence

Performance Task(s) / Think:

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Other Evidence:

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