

## Unit Plan by Prioritized Standard

<b>Content Area</b>	English	
<b>Grade/Course</b>	British Literature	
<b>Unit of Study</b>	All	
<b>Duration of Unit</b>	Yearlong	
Insert a standard below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
ELACC11-12RL1: <b>Cite</b> strong and thorough <u>textual evidence</u> to <b>support</b> analysis of what the text says <u>explicitly as well as inferences</u> drawn from the text, including determining where the text leaves matters uncertain.		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
*Cite	*Textual evidence	*Level 3
*Support	*Explicit and inferential text meaning	*Level 4
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (These guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Modes of Discourse Explicit/Implicit Details Inferences Summary Text Citations (MLA) Bias		How do authors convey meaning through their writing?  How do I give credit to sources for my writing?
<b>Next step, create assessments and engaging learning experiences</b>		

# Unit Plan by Prioritized Standard

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	Elizabethan Drama and Victorian Era Horror
<b>Duration of Unit</b>	18 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELACC11-12RI3: **Analyze** a complex set of ideas or sequence of events and **explain** how specific individuals, ideas, or events interact and develop over the course of the text.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Analyze	*complex set of ideas or sequence of events *how specific individuals, ideas, or events interact and develop over the course of the text	*Level 3
*Explain		*Level 4

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Analyze ideas and events in text and explain how individuals, ideas, or events interact and develop over time.

How do (individuals, ideas, or events) (interact and/or develop) over time throughout the text?

**Next step, create assessments and engaging learning experiences**

# Unit Plan by Prioritized Standard

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	Elizabethan Drama and Victorian Era Horror
<b>Duration of Unit</b>	18 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELACC11-12RI6: **Determine an author's point of view** or purpose in a text in which the rhetoric is particularly effective, **analyzing how style and content** contribute to the power, persuasiveness, or beauty of the text.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Determine point of view  *Analyze style and content	*point of view  *use of persuasion	*Level 3  *Level 4

<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Style Bias Persuasion Point of View Purpose	How does an author present his/her own perspective in their writing?  How does that affect the response of the reader?  What affects the word choice of an author?
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**Next step, create assessments and engaging learning experiences**

# Unit Plan by Prioritized Standard

<b>Content Area</b>	English	
<b>Grade/Course</b>	British Literature	
<b>Unit of Study</b>	The Anglo-Saxon Era & Elizabethan Drama	
<b>Duration of Unit</b>	18 Weeks	
Insert a standard below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
<b>ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ul style="list-style-type: none"> <li>*Write arguments</li> <li>*Support claims</li> <li>*Use valid reasoning</li> </ul>	<ul style="list-style-type: none"> <li>*analyze topics</li> <li>*identify relevant/sufficient evidence</li> </ul>	<ul style="list-style-type: none"> <li>*Level 3</li> <li>*Level 4</li> </ul>
<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<ul style="list-style-type: none"> <li>Claims</li> <li>Evidence</li> <li>Essay Organization</li> <li>Reason</li> <li>Relevance</li> </ul>		<ul style="list-style-type: none"> <li>How do I present my evidence in a clearly organized essay?</li> <li>How do I determine if my support is sound?</li> </ul>
<b>Next step, create assessments and engaging learning experiences</b>		

# Unit Plan by Prioritized Standard

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	The Anglo-Saxon Era
<b>Duration of Unit</b>	9 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Examine ideas  *Convey ideas  *Select, organize, & analyze	*Research techniques  *Essay organization	*Level 3  *Level 4

<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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Essay Organization Analysis Text Citations	How do I organize my essay effectively?  How do I properly cite my text support?
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**Next step, create assessments and engaging learning experiences**

# Unit Plan by Prioritized Standards

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	Elizabethan Drama
<b>Duration of Unit</b>	9 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELACC11-12W5: **Develop and strengthen writing** as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11– 12.)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Develop writing  *Strengthen writing  *Plan, edit, revise, rewrite	*Identify purpose and audience  *POWER	*Level 3  *Level 4

<b>Step 5: Determine BIG Ideas</b> (enduring understandings students will remember long after the unit of study)	<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
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*POWER  *purpose for writing  *audience	*How do I develop and strengthen my writing?  *Why is purpose and audience important when writing?
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**Next step, create assessments and engaging learning experiences**

## Unit Plan by Prioritized Standards

<b>Content Area</b>	English	
<b>Grade/Course</b>	British Literature	
<b>Unit of Study</b>	Elizabethan Drama	
<b>Duration of Unit</b>	9 weeks	
Insert a standard below (include code). <b>CIRCLE or Highlight</b> the <b>SKILLS</b> that students need to be able to do and <b>UNDERLINE</b> the <b>CONCEPTS</b> that students need to know.		
<b>ELACC11-12W8: Gather</b> relevant information from multiple <u>authoritative print and digital sources</u> , <b>using advanced searches</b> effectively; <b>assess</b> the strengths and limitations of each source in terms of the task, purpose, and audience; <b>integrate information</b> into the text selectively to maintain the <u>flow of ideas</u> , <b>avoiding plagiarism</b> and <u>overreliance</u> on any one source and <b>following</b> a standard format for <u>citation</u> .		
<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
Gather information Use advanced searches Assess sources Integrate information Avoid plagiarism Follow format	Authoritative print and digital sources Purposeful sources Flow of ideas Overreliance of sources Citation format	*Level 3  *Level 3
		<b>Step 6: Write Essential Questions</b> (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
*Text citations  *Reading for meaning	*How to properly cite texts?  *How can I support textual analysis?  *How do I infer meaning from a text?	
<b>Next step, create assessments and engaging learning experiences</b>		



# Unit Plan by Prioritized Standard

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	All
<b>Duration of Unit</b>	Yearlong

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

**ELACC11-12SL6: Adapt speech** to a variety of contexts and tasks, **demonstrating** a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Adapt speech  *Demonstrate command of speech	*Context of speech and tasks  *Formal English	*Level 3  *Level 4

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

*Speech tasks  *Speech structure  *Formal English patterns	*What affects my choice of speech?  *How do I structure a speech?
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**Next step, create assessments and engaging learning experiences**

## Unit Plan by Prioritized Standard

<b>Content Area</b>	English
<b>Grade/Course</b>	British Literature
<b>Unit of Study</b>	The Anglo-Saxon Era
<b>Duration of Unit</b>	9 Weeks

Insert a standard below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know.

ELAGSE11-12L1: **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

A. **Apply** the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

B. **Resolve** issues of complex or contested usage, consulting references (dictionaries of English usage and modern American English) as needed.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
*Demonstrate *Apply *Resolve	*command of conventions when writing or speaking *understanding that usage can change over time and can be contested *issues of complex or contested usage	*Level 3

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

**Step 6: Write Essential Questions** (These guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

Demonstrate an understanding of the commands of conventions when writing and speaking.

How can you demonstrate your knowledge of the commands of conventions when writing and speaking?  
Can command of conventions change over time or do they remain the same?  
How can we resolve issues concerning the use of command of conventions?

**Next step, create assessments and engaging learning experiences**