



Course Description: English Language Arts 4, an integrated English course based on Common Core State Standards for English/Language Arts for Grade 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view and/or perspective across a wide variety of literary genres. Students use literary interpretation, analysis, comparisons, and evaluation of literature including a selection of novels, poetry, drama, and high-end nonfiction to read and respond to representative works of historical or cultural significance in classical and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, reflective compositions, and various technical documents. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. This course provides the skills necessary to become college- and career-ready and is intended for the student requiring additional support in English Language Arts.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
	Reading Literature Short Stories: Introduction to Archetypes in Literature	Topic 1: Archetypal Themes, Settings, Characters, Point-of-View Topic 2: Nonfiction Pairings with Short Stories
	Reading Literature in Contemporary Society	Topic 1: Reading Coming of Age Novels Topic 2: Reading Pairings with Coming of Age Novels
	Speaking and Listening in the Real World	Topic 1: Career Oriented Experience
	Writing for the Real World	Topic 1: Writing for the Real World

Unit 1: Reading Literature Short Stories: Introduction to Archetypes in Literature

Subject: ELA 4

Grade: 12

Name of Unit: Reading Literature Short Stories: Introduction to Archetypes in Literature

Length of Unit: 4 Weeks

Overview of Unit: The unit will introduce students to literary terminology that focuses on *archetypes* in literature. The primary lessons and mini-lessons will be focused on archetypal themes, characters, and settings of stories.

Priority Standards for unit:

- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL 1 COMPREHEND AND INTERPRET TEXTS, D, 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Supporting Standards for unit:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Multiple interpretations of a story, drama, or poem	Analyze	Analyze	4
Two or more themes of a text	Determine	Analyze	4
Central ideas of a text	Determine	Analyze	4
Development of 2 or more themes of a text, including how they interact and build on one another to produce a complex account	Analyze	Analyze	4
Development of central ideas of a text, including how they interact and build on one another to produce a complex account	Analyze	Analyze	4
Objective summary of a text	Provide	Understand	2

Essential Questions:

1. How do archetypal texts inform universal themes, universal characters, and universal characters, and an author's point-of-view? Why are archetypes central to understanding motifs in literature?

Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age, so it is central that students become aware of how they are used across literary genres and other art forms.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Archetypal Themes Archetypal Settings Archetypal Characters Point-of-View Textual evidence	Nuances of Archetypes.

Resources for Vocabulary Development:

Oxford University Dictionary of Literary Terms

Topic 1: Archetypal Themes, Settings, Characters, Point-of-View

Engaging Experience 1

Title: The Secret Life of Walter Mitty or similar short story

Suggested Length of Time: Week

Standards Addressed

Priority: RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Supporting:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Detailed Description/Instructions: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Engaging Experience 2

Title: A&P or similar short story

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL 1 COMPREHEND AND INTERPRET TEXTS, D, 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Supporting:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Detailed Description: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Webb's DOK: 4

Rubric: To be created

Engaging Experience 3

Title: The Curious Case of Benjamin Button or similar short story

Suggested Length of Time: 2 weeks

Standards Addressed

Priority:

- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL 1 COMPREHEND AND INTERPRET TEXTS, D, 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Supporting:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Detailed Description/Instructions: Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.

Bloom's Levels: Analyze

Webb's DOK: Levels 4

Rubric: To be created

Topic 2: Nonfiction Pairings with Short Stories

Engaging Experience 1

Title: Non-fiction pairings from Bloom’s Literary Reference Mid-Continent Public Library

Suggested Length of Time: 1 Week

Standards Addressed

Priority: RL 1 COMPREHEND AND INTERPRET TEXTS, D, 11-12: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Supporting: RL COMPREHEND AND INTERPRET TEXTS, C, 11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Detailed Description/Instructions: Read supplemental texts that align with previous short stories.

Bloom’s Levels: Analyze

Webb’s DOK: Levels 4

Rubric: To be created

Engaging Scenario

Engaging Scenario:

- Select 1 of the short stories we read and write a creative writing piece that demonstrates:
- Knowledge of archetypal theme
- Knowledge of archetypal character
- knowledge of archetypal setting
- Mimic the writer's style, tone, and organizational structure in your writing

Rubric for Engaging Scenario:

NWHS School District Writing Rubric Creative Writing

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	The Secret Life of Walter Mitty or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	1 week
1	A&P or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	1 week
1	The Curious Case of Benjamin Button or similar short story	Students will read, evaluate, analyze, and discuss short stories that form the foundation of archetypes in literature. Specifically, students will examine: archetypal characters, settings, actions, events, and themes.	2 weeks
2	Non-fiction pairings from Bloom's Literary Reference Mid-Continent Public Library	Read supplemental texts that align with previous short stories	1 week

Unit 2: Reading Literature in Contemporary Society

Subject: ELA 4

Grade: ELA 4

Name of Unit: Reading Literature in Contemporary Society (Novels)

Length of Unit: 8-10 weeks

Overview of Unit: Based on the archetypal theme of “coming of age,” students will read two drastically different coming of age novels. Among the motifs associated with “coming of age” students will examine:

- The test/trial
- The journey
- Rites of initiation
- Birth/death & Rebirth
- The fall
- Annihilation/ total oblivion & post-apocalyptic

Priority Standards for unit:

- RL 1 COMPREHEND AND INTERPRET TEXTS, D, 11-12 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Supporting Standards for unit:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-120 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
- RL 2 ANALYZE CRAFT AND STRUCTURE: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL COMPREHEND AND INTERPRET TEXTS, C, 11-120 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

- **RL 2 ANALYZE CRAFT AND STRUCTURE:** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Multiple interpretations of a story, drama, or poem	Analyze	Analyze	4
Two or more themes of a text	Determine	Analyze	4
Central ideas of a text	Determine	Analyze	4
Development of 2 or more themes of a text, including how they interact and build on one another to produce a complex account	Analyze	Analyze	4
Development of central ideas of a text, including how they interact and build on one another to produce a complex account	Analyze	Analyze	4
Objective summary of a text	Provide	Understand	2
Knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,	Demonstrate	Apply	2
Knowledge of how two or more texts from the same period treat similar themes or topics	Demonstrate	Apply	3

Essential Questions:

1. How is the archetypal theme of “coming of age” relevant to contemporary teenagers?
Why are “coming of age” novels and short stories central to understanding one’s “individuality?”

Enduring Understanding/Big Ideas:

1. Archetypes are repeated patterns that recur in the literature of every age, so it is central that students become aware of how they are used across literary genres and other art forms. Specifically, the motif of “coming of age” is both contemporary and relevant to a graduating senior, and will help them to explore their individual identity and shape what ways they may contribute to the world post-graduation. Among the motifs associated with “coming of age” students will examine:
 - The test/trial
 - The journey
 - Rites of initiation
 - Birth/death & Rebirth
 - The fall
 - Annihilation/ total oblivion & post-apocalyptic

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Coming of Age Theme Central Idea Multiple Interpretations	Coming of Age Theme Central Idea Multiple Interpretations

Resources for Vocabulary Development:

Oxford University Dictionary of Literary Terms

Topic 1: Reading Coming of Age Novels

Engaging Experience 1

Title: The House on Mango Street or similar novel

Suggested Length of Time: 4 weeks

Standards Addressed

Priority:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-120 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
- RL 2 ANALYZE CRAFT AND STRUCTURE Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Detailed Description/Instructions: Read novel and discuss multiple archetypes

Bloom's Levels: Apply

Webb's DOK: 2, 3

Rubric: To be created

Engaging Experience 2

Title: The Road or similar novel

Suggested Length of Time: 4 weeks

Standards Addressed

Priority:

- RL COMPREHEND AND INTERPRET TEXTS, C, 11-120 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
- RL 2 ANALYZE CRAFT AND STRUCTURE Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Detailed Description/Instructions: Read novel and discuss multiple archetypes

Bloom's Levels: Analyze, Evaluate

Webb's DOK: Level 1-4

Rubric: To be created

Topic 2: Reading Pairings with Coming of Age Novels

Engaging Experience 1

Title: Reading Pairings from Bloom's Literary Reference Mid-Continent Library

Suggested Length of Time: 4 weeks

Standards Addressed

Priority: By the end of grade 12, students will read and comprehend literary nonfiction pairings

Supporting: Integrate and evaluate multiple sources of information presented in different formats

Detailed Description/Instructions: Read nonfiction pieces that relate to the novels read previously.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: Level 1-4

Rubric: To be created

Engaging Scenario

Engaging Scenario:

Write a 2-3 page paper that compares and contrasts the “coming of age” experiences of two different novels.

Rubric for Engaging Scenario:

TBD

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	The House on Mango Street or similar novel	Read novel and discuss multiple archetypes	4 weeks
1	The Road or similar novel	Read novel and discuss multiple archetypes	4 Weeks
2	Reading Pairings	Read nonfiction pieces that relate to the novels read previously.	4 weeks

Unit 3: Speaking and Listening in the Real World

Subject: ELA 4

Grade: 12

Name of Unit: Speaking and Listening in the Real World

Length of Unit: 3-4 Weeks

Overview of Unit:

The unit will focus on how *logos*, *pathos*, and *ethos* are used in real world scenarios.

Priority Standards for unit:

- SL 1 COLLABORATING, A, 11-12: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL 1 COLLABORATING, B, 11-12: Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL 1 COLLABORATING, C, 11-12: Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL 2 PRESENTING, A, 11-12: Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- SL 2 PRESENTING, B, 11-12: Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- SL 2 PRESENTING, C, 11-12: Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.

Supporting Standards for unit:

- ISTE Standard 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
In a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Initiate	Apply	3
In a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively	Participate	Apply	3
For discussions	Prepare	Apply	2
Material under study	Read	Understand	1
Material under study	Research	Analyze	2
On others' ideas	Build	Evaluate	3
Own ideas clearly and persuasively	Express	Apply	2
With peers	Work	Apply	1
Civil, democratic discussions	Promote	Apply	2
Decision-making	Promote	Apply	2
Clear goals	Set	Apply	2
Deadlines	Set	Apply	2
Individual Roles	Establish	Create	3
Conversations	Propel	Apply	2
Questions that probe reasoning and evidence	Pose	Create	3
Questions that probe reasoning and evidence	Respond	Create	3
A hearing for a full range of positions on a topic or issues	Ensure	Apply	3
Ideas and Conclusions	Clarify	Analyze	3
Ideas and Conclusions	Verify	Analyze	3

Ideas and Conclusions	Challenge	Analyze	3
Divergent perspectives	Promote	Apply	2
Creative perspectives	Promote	Apply	2
To diverse perspectives	Respond thoughtfully	Create	3
Comments made on all sides of an issue	Synthesize	Evaluate	3
Claims made on all sides of an issue	Synthesize	Evaluate	3
Evidence made on all sides of an issue	Synthesize	Evaluate	3
Contradictions	Resolve	Analyze	3
What additional information or research is required to deepen the investigation or complete the task	Determine	Analyze	3

Essential Questions:

1. Why are “collaborative discussions” and working with a group of “diverse partners” essential 21st Century Skills?

Enduring Understanding/Big Ideas:

1. Students gain an understanding of the skill set required for employment in the modern day workforce, including the ability to communicate and work effectively/collaboratively with a diverse and varied population.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Collaborative Discussions Work with peers Building on other’s ideas Line of reasoning Opposing perspectives Civil behavior	

Resources for Vocabulary Development:

- Charlie Rose Interviews
- TED Talks
- NPR Interviews

Topic 1: Career Oriented Experience

Engaging Experience 1

Title: Research Company that students wishes to interview with

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

SL 1 COLLABORATING, A, 11-12 Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Supporting:

- ISTE Standard 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- SL 2 PRESENTING, C, 11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Detailed Description/Instructions: Students will research a company that they wish to interview with. They will learn the company's core mission, values, and specific responsibilities of the job they are seeking.

Bloom's Levels: Remember, Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: Levels 1-4

Rubric: NWHS School District Writing Rubric

Engaging Experience 2

Title: Interview Day with local businesses

Suggested Length of Time: 1Week

Standards Addressed

Priority: SL 1 COLLABORATING, A, 11-12 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

- ISTE Standard 2 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- SL 1 COLLABORATING, A, 11-12 Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Detailed Description/Instructions: students will apply their research to a “mock” interview with local businesses, professionals, and patrons of the PCRV School District

Bloom’s Levels: Remember, Understand, Apply, Analyze, Evaluate, Create

Webb’s DOK: Levels 1-4

Rubric: Actual evaluative instrument that companies to in real interviews--students would receive written comments on areas of strengths and weaknesses.

Engaging Experience 3

Title: Interview Reflection Day

Suggested Length of Time: 1 week

Standards Addressed

Priority:

SL 1 COLLABORATING, B, 11-12 Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Detailed Description/Instructions: Students will read, evaluate, and explore the interviewer’s commentary to identify areas and skills to develop. Through a model of self-reflection, students will gain a more comprehensive understanding of their strengths and weaknesses and become aware of these as they move to careers beyond high school.

Bloom’s Levels: Analyze, Evaluate

Webb’s DOK: Level 3 and 4

Rubric: Self-Reflection (teacher-created)

Engaging Scenario

Engaging Scenario:

Students participate in a culminating experience during “Interview Day” in which they get an authentic and real world experience including an actual interview with a local business or district professional. Students will then be able to reflect upon their experience and incorporate this event and its results in the personal reflection piece at the end of Unit 4.

Rubric for Engaging Scenario:

- TBD
- Interviewer Rubric
- Self-Reflection (teacher-created)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Research Interview	Students will research company that they wish to interview with	1 week
1	Interview Day	Students will interview with local businesses and professionals	1 Day
1	Self-Reflection	Students will reflect on interviewer's commentary	1 Day

Unit 4: Writing for the Real World

Subject: ELA 4

Grade: 12th

Name of Unit: Writing for the Real World

Length of Unit: 4-6 Weeks

Overview of Unit: Students will complete a research project exploring career opportunities and/or complete a business unit including cover letter, letter or application, resume, interview skills, etc.

Priority Standards for unit:

- W 3 APPROACHING THE TASK AS A READER, A, 11-12 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.
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented

Supporting Standards for unit:

- ISTE Standard 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
 - W 1 APPROACHING THE TASK AS A RESEARCHER, A, 11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W 2 APPROACHING THE TASK AS A WRITER, A, 11-12: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- W 3 APPROACHING THE TASK AS A READER, A, 11-12: Review, revise, and edit writing with consideration for the task, purpose, and audience.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Informative/Exploratory Text	Write	Understand/Create	1-4
Complex ideas, concepts and information	Examine	Analyze/Evaluate	1-4
Complex ideas, concepts and information	Convey	Analyze/Evaluate	1-4

Essential Questions:

1. What skills are needed in various career choices? Why are these skills necessary and how will you address them?

Enduring Understanding/Big Ideas:

1. College and Career Readiness requires a variety of skills. Students gain an understanding of the skills needed/expected for their college or career choice, and they can begin to create a plan for amending their own knowledge/skill set in an effort to prepare for the next step in their life journey.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Ability to learn Basic academic skills in reading, writing, and computation Good communication skills including listening and speaking Creative thinking and problem solving Self-esteem, motivation, and goal setting Personal and career development skills Interpersonal/negotiation skills and teamwork Organizational effectiveness and leadership	Letter of Application Resume Letter of Reference Curriculum Vita

Resources for Vocabulary Development: Use quality tools

Topic 1: Writing for the Real World

Engaging Experience 1

Title: College/Career Research Project or Comparable Activity

Suggested Length of Time: 2-3 Weeks

Standards Addressed

Priority: W 3 APPROACHING THE TASK AS A READER, A, 11-12 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from a

Supporting:

- ISTE Standard 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W 1 APPROACHING THE TASK AS A RESEARCHER, A, 11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and

- overreliance on any one source and following a standard format for citation.
- W 2 APPROACHING THE TASK AS A WRITER, A, 11-12: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
 - W 3 APPROACHING THE TASK AS A READER, A, 11-12: Review, revise, and edit writing with consideration for the task, purpose, and audience.

Detailed Description/Instructions: Students will research a career or college field of study, including examining the qualities, skills, education, and background necessary for a successful college/career experience. Students will complete a research paper using proper MLA formatting and modern research techniques to analyze and evaluate college/career options that interest them and present their findings including a self-evaluation of necessary knowledge and skills.

Bloom's Levels: Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: 1-4

Rubric: District Writing Rubric

Engaging Experience 2

Title: Writing for Business or Comparable Activity

Suggested Length of Time: 2-3 Weeks

Standards Addressed

Priority: W 3 APPROACHING THE TASK AS A READER, A, 11-12 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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented

Supporting:

- ISTE Standard 4 Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- RL 3 SYNTHESIZE IDEAS FROM MULTIPLE TEXTS, A, 11-12 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W 1 APPROACHING THE TASK AS A RESEARCHER, A, 11-12: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W 2 APPROACHING THE TASK AS A WRITER, A, 11-12: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- W 3 APPROACHING THE TASK AS A READER, A, 11-12: Review, revise, and edit writing with consideration for the task, purpose, and audience.

Detailed Description/Instructions: Students will research jobs in their field of interest. Students will complete a professional work portfolio, including a letter of application (college or job), a curriculum vita or resume, letters of reference, and a personal mission statement and plan for implementation (actually applying for a job/admission to a college or university).

Bloom's Levels: Understand, Apply, Analyze, Evaluate, Create

Webb's DOK: 1-4

Rubric: District Writing Rubric

Engaging Scenario: Students will complete a Professional Portfolio including a research unit which incorporates the exploration of various career choices or fields of study, letters of application, resume or curriculum vita. Students will also complete a self-reflection, including analyzing and evaluating their own skills and experiences over the course of Units 3 and 4 and addressing methods to better prepare themselves for success in their future endeavors.

Rubric for Engaging Scenario: NWHHS School District Writing Rubric

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	College/Career Research Project	Students research colleges or careers and complete a research/analysis unit of their chosen field/college	2-3 Weeks
1	Writing for Business	Students complete a professional portfolio including letter of application, resume, interview, etc.--appropriate to their choice of career or college/university	2-3 Weeks

Unit of Study Terminology

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.