

# Unit Template Copied from: Northern Burlington County Regional School District, Copied on: 06/18/26 Copied on: 06/18/26

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Summary

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Please provide a 2-3 sentence summary of the unit.

## Standards

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## Priority Content Standards

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## Supplemental Content Standards

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## Interdisciplinary Connections (Standards)

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Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

- Planning and Carrying Out Investigations
- Obtaining, Evaluating, and Communicating Information
- Using Mathematics and Computational Thinking
- Developing and Using Models
- Constructing Explanations and Designing Solutions
- Analyzing and Interpreting Data
- Engaging in Argument from Evidence

## Career Readiness, Life Literacies, and Key Skills PRACTICES

These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

## Climate Change Standards

Select the Performance Expectations.

### ClimateChange Education

### Stage I: Desired Results

STAGE I Desired Results	
<b>Objective (Transfer)</b>	
<i>Students will be able to independently use their learning to...</i>	
<b>Mastery</b>	
<u>Enduring Understanding</u>	<u>Essential Questions</u>
<i>Students will understand that...</i>	
<b>Acquisition</b>	
<i>Students will know . . .</i>	<i>Students will be skilled at . . .</i>

## Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments

## Modifications

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## Acceleration

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## Stage III: Learning Plan

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- Lesson 1.1: intro to Shakespeare
- Lesson 1.2: intro to Aristotle's Poetics
- Lesson 1.3: intro to syntax
- Lesson 2.1: Analyze Act I text and stage adaptation
- Lesson 3.1:

## Modifications

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## Acceleration

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## Diversity, Equity, & Inclusion

<u>Diversity, Equity &amp; Inclusion</u>
Provide a brief description of how this unit addresses DE&I.

## **Specific Resources for Unit**

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### **Technology Integration**

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Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.