**Artifact A is** a unit plan that was created during a class I completed at Towson University. The unit plan was intended for a class that had students at varying proficiency levels. **This artifact demonstrates my proficiency in this principle** because I have planned the unit based on what I believe to be important within the text *The Giver*, and planned the lesson based on the state standards for the English content area. The skills that students are learning in the unit plan I have created correlate directly with the state curriculum. As a teacher, I must ensure my students are learning the content that the state deems most important. In order to graduate the students must pass state tests, and the content they learn must directly impact their performance on the tests. The unit plan guides students through the novel while also teaching the skills necessary to do well in English, and the standardized tests they will ultimately take. The assessments and activities taught through the unit all have counterparts in the curriculum and on the state tests. The unit plan is also influenced by my knowledge of the students I am teaching. I integrate an audio book into the unit to benefit struggling readers, and introduce all readers to the importance of pacing and emphasizing important passages. **This unit plan has a positive impact on student achievement** because the goals that I have set for them align with state standards. The unit plan that I have created was created to ensure students are prepared to take the tests they need to graduate, and ensure they become better readers. Teachers need to be sure their goals for students meet the requirements the state has created; students need to pass the tests in order to graduate, and teachers will be held accountable for their students scores. The inclusion of the audio book in the unit also ensures struggling readers are able to keep up with the rest of the class. **This unit plan demonstrates the "planning instruction" aspect of the Planning-Teaching-Learning cycle** because I used information gathered in classes and real world experience to plan an effective unit for my students. By planning instruction in advance I am able to set long term goals for my students, and include assessment to ensure the students are keeping a reasonable pace in their learning. Planning whole units allows an instructor to know what is coming in the future, and allows the instructor to create coherent units that make sense as a whole.