English Applications 10

Length of Course: Full Year

Elective/Required: Elective

Credit Value: 0 Credits

Date Approved:

Written: Penelope Vlastaras

#1 - Grammar UbD Unit Plan

Title of Unit	Grammar	Grade Level	10th
Curriculum Area	Applications of ELA	Time Frame	15 weeks
Developed By	Penelope Vlastaras		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Correct use of grammar will make communication effective. Spelling words correctly helps communication. Putting words together effectively is a communication tool. Good grammar is essential to good writing.		Why do writers need to use grammar correctly? How does this affect their product reception? How does spelling help communication? Do grammar and mechanics apply to oral communication as well as written communication?	How do you avoid run on sentences? How do you correct fragments? How do you avoid comma splices?
Related Misconceptions			
Students may have misconceptions about the correct usage of punctuation (apostrophes, commas, semicolons)			

Knowledge	Skills
Students will know…	Students will be able to…

Parts of speech and sentence purpose, clauses and phrases	Use punctuation correctly in their own writing
How to correct run on sentences	Use knowledge of the parts of speech to edit their own work
How to correct sentence fragments	Use knowledge of sentence structure and purpose correctly in the context of their own writing
How to correct comma splices	
How to recognize inverted sentence structure	Vary their sentence construction to allow their writing to flow
How to review common usage problems	
How to use punctuation correctly	

Assessment Evidence (Stage 2)

Performance Task Description

• **Goal** • **Role** • **Audience** • **Situation** • **Product/Performance** • **Standards**	Students will develop an essay in which they demonstrate their skills to communicate effectively (correct usage of grammar and parts of speech, no run on sentences or comma splices) Students will peer-edit their classmate's work and use the suggestions made on their own writing by their peers to edit and produce their final product.

Other Evidence

Grammar quizzes covering specific conventions

Original compositions incorporating the knowledge of grammatical conventions

Editing practice

Learning Plan (Stage 3)

- **Where are your students headed? Where have they been? How will you make sure the students know where they are going?**
- **How will you hook students at the beginning of the unit?**
- **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?**
- **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?**
- **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**

- Practice tests will be used to review correct use of grammar in order to hook, and review information with students. Practice tests/quizzes will be used to assess student understanding of the grammar aspects discussed in class
- Students will practice identifying correctly the parts of speech in given sentences, parts of sentence in grammar practice, phrases and clauses and punctuation.
- Students will examine and practice using the following: adjective, adverb, article, conjunction, gerund, noun, preposition, pronoun, verb, complement (direct and indirect object, predicate noun, predicate adjective), participle, infinitive, adjective and adverb dependent clause, independent clause, prepositional phrase, participial phrase, infinitive phrase, gerund phrase, comma, period, question mark, exclamation point, dash, semi-colon, colon, and apostrophe.
- Students will work collaboratively to peer-edit their classmate's work throughout the unit, and use the suggestions made on their own writing by their peers to edit and produce their practice writing assignments and their final product.

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development

ISBN # 0-87120-313-8 (ppk)

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A Public School

#2 - Writing UbD Unit Plan

Title of Unit	Writing	Grade Level	10th
Curriculum Area	Applications of ELA	Time Frame	6 weeks
Developed By	Penelope Vlastaras		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Writing to explain requires confident tone, specific word choice and clear organization. By improving our writing, we can better understand our identity by communicating our beliefs, values, and priorities. Expository writing is used by professional writers to convey information about themselves to their audiences.		How do writers use language and structure to explain their ideas? Why is "writing to explain" important to high school students? How do professional writers explain who they are to their readers?	How does a person's belief systems influence one's identity? What experiences have shaped you into the person you are today?
Related Misconceptions			
Students may believe that expository writing (especially about themselves) is more difficult to accomplish than creating an imaginary story in a narrative essay.			

Knowledge	Skills
Students will know...	Students will be able to...

Definition and purpose of expository writing	Analyze a variety of textual styles and identify how character identity is developed and established.
Definition of "implication" and "significance "in regards to expository writing	Students will then apply these ideas to writing an autobiographical narrative.
Ways that expository writing is used by professional writers	Write an expository essay that conveys something important to their identity
The audience and purpose of our writing influences our information and image choices.	Write an effective thesis statement
	Write effective short-answer response to a text-based critical thinking question incorporating textual evidence
	Explain what is of value to them by writing an expository essay that connects to their own personal experience

Assessment Evidence (Stage 2)

Performance Task Description

• **Goal** • **Role** • **Audience** • **Situation** • **Product/Performance** • **Standards**	Students will write an expository essay in which they discuss how their identity was shaped by their individual life experiences, beliefs, values, or priorities.
	Students will follow the five-paragraph essay format and format their paper using MLA formatting
	Students will peer-edit their classmate's work and use the suggestions made on their own writing by their peers to edit and produce their final product
	Students will present their final assignment and have the option to read, perform a dramatic reading, or present video in addition to the written component.

Other Evidence

Creating annotations (unfamiliar words, notes, questioning/predicting)

Class discussions on topics introduced by author of informational text

Literary terms and their effect on the argument

Vocabulary in context

Journal writing/ short responses

Collaborative activities (research, presentation, peer edit)

Learning Plan (Stage 3)

• **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** • **How will you hook students at the beginning of the unit?** • **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?** • **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** • **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** • **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** • **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**	• Students participate in four-corners activity and class discussion in order to define the term "identity" • Caption-less photos of families/people may be used as prompts for short responses. Students first write what they see in the photos, then discuss with a partner/group. Students then reflect on what they learned about themselves through the discussion (Does what they saw in the photo say something about them as a person? Did they project their own experiences on what they saw?) • Students will read independently and as part of a group and discuss (with partner, small group, whole class) the topics, author influences and purpose of fiction and non-fiction texts including: "NAMES/NOMBRES" By Julia Alvarez, "My Superpowers" by Dan Greenburg • Students will review the concept of expository writing • Students will be able to identify the major thesis or claim of a text, explain how it is organized, and produce an objective summary. • Students will outline to make inferences about how the author organizes and orders his/her ideas.

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#3 - Poetry Ubd Unit Plan

Title of Unit	Poetry	Grade Level	10th
Curriculum Area	Applications of ELA	Time Frame	7 weeks
Developed By	Penelope Vlastaras		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Students will understand that poetry is still relevant to our culture today and is pervasive throughout our media and daily life. Students will understand that writing poetry is an art form and not just a few lines that might rhyme.		How does a poet's audience affect their dialect, tone, and theme? How has poetry impacted both literature as well as modern culture? How does the time period in which a poem was written affect its tone, theme, and rhythm?	How does modern poetry differ from classic poetry? Why write poetry today? How is it relevant to our lives?
Related Misconceptions			
Students may be apprehensive about expressing themselves through poetry/think it is too difficult to accomplish			

Knowledge	Skills
Students will know…	Students will be able to…

The relevance and benefits of poetry, as well as have an appreciation for it as an art form and method of communication.

How to effectively interpret and analyze poems in order to find their meaning and message.

The different elements of poetry and how they contribute to meaning

Write a poem using a variety of literary elements correctly and effectively.

Work in a group to brainstorm topics and write a poem.

Connect abstract concepts with concrete concepts.

Integrate grammatical knowledge into writing poetry.

Read, comprehend, and discuss poetry from a variety of time periods and authors.

Understand a variety of literary elements and identify them in poems.

Assessment Evidence (Stage 2)

Performance Task Description

• Goal • Role • Audience • Situation • Product/Performance • Standards	Students will write, produce, and present a collection of poems which they have written Students will create poems in a variety of formats exploring various themes (culture, identity, friendship etc.), which they will put together in order to create a portfolio of their poetry, and present it to their peers in a poetry slam-like culminating activity for the unit. During the presentation/display of portfolios students will provide written feedback to the author Students will illustrate and personalize their portfolio Students will work with partners/in groups to peer edit and offer feedback in verbal and/or written format during the writing process

Other Evidence

Class discussions on themes evident in poetry   Tests / Quizzes on literary elements   Surveys
          Vocabulary in context   Journal writing   Collaborative activities (research, fishbowl, presentation/performances, peer editing, portfolio presentation)

Learning Plan (Stage 3)

• **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** • **How will you hook students at the beginning of the unit?** • **What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?** • **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?** • **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?** • **How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?** • **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**	• Spoken word poem "To this day" can be used to hook students as well as allow for an opportunity for students to reflect on their life experiences with a partner/class (if comfortable) https://www.youtube.com/watch?v=ltun92DfnPY • Song lyrics from popular songs of today can also be used as hook • Students will examine a variety of poetry styles and practice writing their own poems in the same formats. (sensory poetry - by bringing in fruit for the students to eat and use their senses to write a poem in the shape of the fruit they are eating, music- listen to a few songs and have the lyrics in front of the students while they are listening. Have them highlight the elements of poetry found in the song lyrics, classic poetry- Read classic poetry by Robert Frost, Shakespeare, Whitman, Langston Hughes, and Emily Dickinson and discuss, Modern Poetry- Read poems by Shane Koyczan, Shel Silverstein, Jeff Tigchelaar, amongst others) • Students will work in pairs/groups to identify elements of poetry (e.g. imagery, alliteration, simile, metaphor, rhythm, rhyming, etc.) • Discuss poetry's relevance for today. Is it only a thing of the past? Why write poetry today? • Students will examine the elements of voice in a student chosen poem/song • Students will read "between the lines" to discover how self-awareness/identity is expressed with poetry. • Students will work in pairs to read and give feedback to one another to further develop their poetry • Throughout the unit students will have the opportunity to reflect on their ideas on the themes expressed in the poetry read in class

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