English Applications 9
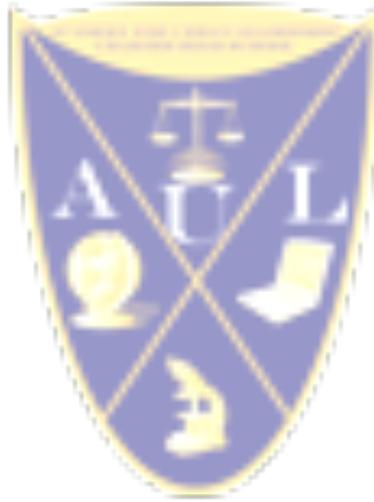
Length of Course: Full Year

Elective/Required: Elective

Credit Value: 0 Credits

Date Approved:

Written: Penelope Vlastaras

#1 - Grammar UbD Unit Plan

Title of Unit	Grammar	Grade Level	9th
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.

#2 - Writing Ubd Unit Plan

Title of Unit	Writing	Grade Level	9th
Curriculum Area	Applications of ELA	Time Frame	5 weeks - Concurrently with Research Unit (Eng 1)
Developed By	Penelope Vlastaras		

Identify Desired Results (Stage 1)

Content Standards

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Not all sources are valid for research Writing is a process Thesis development is completed through research, which in turn, focuses the paper		How do we find academic information? How do good writers support their arguments?	How can we use technology to locate information and collect relevant data? How do we assess quality and relevancy of data online? How do you generate
Related Misconceptions			

		How do you generate a thesis statement and support it?
All information found online is appropriate to be used in a research paper All online sources are credible Formatting is not important	How do good writers avoid plagiarism?	

Knowledge Students will know...	**Skills** Students will be able to...
How to discriminate between valid, relevant evidence and inappropriate, unreliable opinion The structure of a research paper MLA format Plagiarism is using information inaccurately because it is not a product of your own knowledge	Use technology to complete research on a topic of their choosing Evaluate primary and secondary sources for relevance and support and cite sources appropriately Use MLA format in writing a research paper Properly cite sources to avoid plagiarism

Assessment Evidence (Stage 2)

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/Performance** ● **Standards**	Students will conduct independent research to complete a paper with well-developed three-part thesis, in-text citations, works cited page of credible sources, and revisions using MLA format in order to support an argument. Students will ascertain the validity of online sources in order to use them as support for their argument. Students will complete a works cited page according to MLA format 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

Thesis selection process (modeling, examples)	Evaluating Website credibility
Research/Selection of sources performances) Avoiding plagiarism	Collaborative activities (research, presentation/
Outline of research paper	MLA format (formatting, citations, works cited)

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?**	- News articles on issues affecting our world will be used as hook/brainstorming activities (global warming, gun violence, gender roles, education reform, etc.) - Students will produce a Thesis statement, Outline, First Draft, Works Cited page, and final draft of their research paper. - Students will be able to choose their own topic within the parameters of the task (arguing an opinion on an event from the last 10 years) - Students brainstorm ideas, draft their paper, peer edit and conference with teacher in order to stay on track, reflect on their writing, rethink ideas and source information and evaluate their writing. - Students will work with partners and in groups to research the historical context in which the story occurs, and present that information to their peers. - Group activities, stations, literature circles, will allow for students to discuss topics relevant to the storyline with their peers and debate their views as well as reflect on their personal experiences - In class writing sessions will provide students with help and feedback in every stage of the writing process in order to tailor to their needs such as additional conferences, support with research, additional peer and teacher editing. - Unit will be organized using each part of the final product as a checkpoint (thesis statement, outline, first draft, works cited page, and final draft)

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

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#3 - Poetry Ubd Unit Plan

Title of Unit	Poetry	Grade Level	9th
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**

Poetry can be appreciated and expressed through many different forms. Poetry is a way to express feeling and tell stories through writing Poetry is more than rhymes; it includes rhythm, shape, and language A person's cultural context influences the way that he/she experiences the world. Language can be manipulated in order to make art/verse (poetry) Poetry can be analyzed, interpreted, and created. Poetry can teach us and help us express the human experience.	How do writers use different styles of poetry to convey emotion, discuss social issues and express ideas? How does cultural context help us interpret the world in which we live? How can poetry be a reflection on societal beliefs and issues? How is poetry different from other genres of writing?	How do poets use their work to express social commentary? How does word choice help readers experience poetry? How do poets express themes of self and identity in their work? How are song lyrics and poetry alike and different?
Related Misconceptions		
Students may be apprehensive about working with and writing poetry, having misconceptions about what poets "look like". Students may be surprised to see that their favorite songs can be analyzed in the same manner as a "traditional "poem.		

Knowledge Students will know…	**Skills** Students will be able to…
Poem Styles and Vocabulary: free verse, concrete, acrostic, haiku, sonnet, and found poetry	Write poems in a variety of styles Analyze key symbols and motifs Recognize, define and use figurative language (simile, metaphor, onomatopoeia)

Assessment Evidence (Stage 2)

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/Performance** ● **Standards**	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 devices   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?**

- Students will examine and write poetry in a variety of ways (acrostic, blackout, haiku etc.) beginning with writing a stream of consciousness paper which they will edit to reveal a poem.
- Students will examine the elements of voice in a student chosen poem/song
- Students will read "between the lines" to discover how social commentary is inserted into poetry.
- Students will compose a poem demonstrating their understanding of rhythm and rhyme including onomatopoeia
- Students will compose a poem that reflects their own personal social commentary
- 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
- Students will have the option to choose the poems which they examine in order to explore the style and theme in addition to those reviewed in class (Shakespearean sonnet examples, "Word is Dead" by Emily Dickinson, "Harlem" by Langston Hughes, "Alone" by Maya Angelou, "My Papa's Waltz" by Theodore Roethke, "The Red Wheelbarrow" by William Carlos Williams)