

Roscommon Area Public Schools – Curriculum Framework

Course: English 11 Honors

Unit Number: #1 Unit Title:

Timeframe:



Stage 1: Identify Desired Results

Essential Question:

What thought-provoking questions will foster inquiry, meaning making and transfer?

- *An essential question is open ended; has no simple "right answer."*
- *Is meant to be investigated, argued, looked at from different points of view*
- *Encourages active "meaning making" by the learner about important ideas.*
- *Raises other important questions.*
- *Naturally arises*

When a teacher tells you to write an essay, how do you attack this challenge? If your goal is to write a "quality" essay, what constitutes quality?

What elements comprise quality in writing?

How does one develop these elements in a way that they can be controlled and applied?

Scaffold Questions:

What questions can we ask students that break the essential question into smaller pieces of content?

What do you do when you have to write an essay ? What is your process?

What happens in your mind?

What is your motivation?

What do you think a "good" essay looks like? What are crucial elements within it that make it successful?

Why has writing been difficult for you in the past?

Do you first consider form or function?

What is the difference between one's "creator" and one's "editor"? Do we rely on them separately or together - when and how?

What role does a strong, authentic vocabulary play in one's writing?

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	<p><i>What role does reading play in our ability to write well?</i></p> <p><i>How does exposure to various writing styles through fiction and non-fiction texts help improve one's writing?</i></p>
Brief Summary of Unit	<p>In this unit, students are introduced to the concept of “organic structure” which requires students to place function over form when planning and writing an essay. Students are introduced to the idea that audience and purpose dictate structure and content, rather than a pre-set format for content and structure. In the process of introducing this concept, I will also ask students to consider then solidify their motivations for writing with the hope that they will see that writing for a grade is far less satisfying and far more mystifying than writing to communicate an idea. This will be a time for students to explore their past experiences with writing and their current assessment of how and why they write.</p>
Desired Understanding: <i>The long-term accomplishments that students should be able to do with knowledge and skill, on their own.</i> <i>Frames Standards as long-term performance accomplishments.</i> <i>Answers the questions Why? And What can you do with this?</i>	<p>Students will understand the following:</p> <ul style="list-style-type: none">-that audience and purpose dictate the structure and content of an essay.-writing was created as a means for communication, not for acquiring a grade. When they adjust their purpose for writing from the need for a grade to the need to convey an idea in an authentic way to affect another human being's understanding, then writing will become less arduous and more meaningful.-
Common Core State Standards (CCSS) - Reading <i>List all of the standards in this unit.</i>	

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Common Core State Standards (CCSS) - Writing	
Common Core State Standards (CCSS) - Speaking & Listening	
Common Core State Standards (CCSS) - Language	
Essential Standards* <i>List the Essential Standards that will be taught and assessed in this unit.</i>	
Crossover standards* <i>Connection to other content areas (Option)</i>	
Alignment to the Vision of High Quality Instruction in Reading	

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(How do the instructional targets in this unit align to the district's vision of high quality instruction?)

Stage 2: Determine Acceptable Evidence

(With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)

Measure of Understanding (Performance Task)

(How will students demonstrate their attainment of the desired understanding?)

-Daily free writes - students need to practice free writing as a class, at least three days a week, according to the procedure discussed during the first week

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Assessing the Performance Task (How will we evaluate quality student work in the performance task? How will we determine that students can use their learning independently?)	
Summative Assessments (How will we know if students can demonstrate mastery of the unit's content, skills, and common core state standards?) Can overlap the performance-based evidence, thereby increasing the reliability of the overall assessment (especially if the performance task was done by a group)	<i>Vocabulary test - units 1-6 plus pronunciation test</i> <i>Book conference - assessing student comprehension of a novel that students chose five weeks earlier</i> <i>Final cause and effect essay - produced after two revisions</i>
Interim Assessments	
Formative Assessments	<ul style="list-style-type: none">-Free writing (at least three days a week) from mostly student-generated prompts - shared with others (at least once a week)-weekly vocabulary tests over 15 words (per week)-pronunciation test over 15 words each week-peer review session with feedback forms for main essay

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	<ul style="list-style-type: none">-peer review chart - filled out by student to chart the commentary they receive and what they plan to do about it-essay inventory - students chart the main elements of the deep structure of their essays - share with peers and teacher-
Student Self-Reflection and Self-Regulation (Student-Centered) <i>(How will we measure students' ability to think meta-cognitively?)</i>	
State Assessment Practice <i>(How will we measure students' ability to interact with content and skills in an MSTEP-like or SAT-like format?)</i>	

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Stage 3: Learning Plan

(Summary of Key Learning Events and Instruction)

***What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments?**

The learning events –

- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness of the activities.*
- *should match the level of rigor within the standard*
- *support student Acquisition, Meaning Making, and Transfer.*

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*Learning Targets, <i>What will students be taught? What should they know? What should they be able to do?</i>	
*How will the unit be sequenced and differentiated to optimize achievement for all learners? <i>Teaching -</i> <ul style="list-style-type: none">• <i>should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).</i>• <i>should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).</i>	

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- *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*

Required Texts (ELA)

Key Vocabulary

Resources

Description or link to resources