



LAWRENCE COUNTY CAREER AND TECHNICAL CENTER

750 Phelps Way, New Castle, PA 16101-5099 724-658-3583 Fax 724-658-4753 www.lcctceagles.com

Table of Contents - CP English 10

[Unit Name: The Start Up!](#)

Course / Unit Basic Description

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Course Title: CP English 10

Grade Level(s): 10

Course Summary: English Language Arts- Literature and Writing - Literacy skills.

Unit Name: The Start Up!

Unit Number: 01

Time/Duration: approx. 2 Weeks

Standards Addressed:

This Unit is focusing on Diagnostics and Expectations of Classroom - Building a Classroom of Respect and Rapport

- cc.1.2.9-10 L
- cc.1.3.9-10K
- cc.1.4.9-10F
- cc.1.4.9-10R

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Enduring Understandings/Big Ideas:

- You do not know where you are going if you do not know where you have been or where you are.

Content Standard

- cc.1.2.9-10 L
- cc.1.3.9-10K
- cc.1.4.9-10F
- cc.1.4.9-10R

Transfer

Students will be able to independently use their learning to...



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Meaning

UNDERSTANDINGS

Students will understand that...

1. Self assess understanding of ELA content and know their areas of strength and areas of weakness

Essential Questions:

1. What is expected of me in this classroom?
2. How can I add perspective into the English 10 Class?
3. What do I already understand in the English Content Area?
4. What is my ability as an independent reader?
5. What is my ability as a 10th grade student in writing to answer prompt format?
6. How well would I perform on a standardized test?
7. What are some issues within my community?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

Students will know.....

1. Classroom Expectations, Rules, and School-wide Expectations
2. Areas of Strength in English Content Areas
3. Areas of Weakness in English Content Areas

Students will be skilled at (be able to do).....

1. Communicating respectfully to staff and peers (in the classroom setting)
2. Accessing essential computer programs (Gmail, Google Classroom, CTC Homepage, etc)
3. Completing and submitting a variety of different assignment/assessment formats.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S)/Think: Speaking for introductions Email skills Accepted invites from Google Classroom and Submit Assignments Diagnostic exams and writing samples
	OTHER EVIDENCE: <type here>

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

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Resources:

- Classroom Rules and Expectations - Get to know me... - Icebreaker activity
- Writing Sample prompt - Shaping Identity
- Reader's Inventory - Google Form
- Keystone Eligible Content diagnostic - Google Form of 50 Content questions
- PAYS Survey (from Guidance Initiatives for Community awareness)
- Study Island Literature Diagnostic Test
- PSAT preparation (Student Study Guide and prepare answer sheet)

UbD Curriculum Overview

Department			
Course Name			
Course Summary			
Unit Name			
Grade Level(s)		Time / Duration	
Created (Date)		Revised (Date)	



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Standards Addressed

List all standards that will be addressed during the unit.

Stage 1 - Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Big Ideas	1.
Transfer	Students will be able to independently use their learning to... •
Meaning	Students will understand that... •
Essential Questions	1.

Stage 1 - Essential Content, Concepts, & Skills

What do we want students to know and be able to do?

Acquisition

Knowledge	Students will know... •
Skills	Students will be skilled at (be able to do)... •

Stage 2 - Assessments / Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth? How will you know that they did it?

Evaluation Criteria (F/S)	Assessment Evidence
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Formative Evaluation • Summative Evaluation •	Performance Task(s) / Think: •
	Other Evidence: •

Stage 3 - Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students? This section provides a summary of the Key Learning Events and Instruction.

Summary of Key Learning Events and Instruction

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Resources

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