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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=""></type>

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 • Summetive Evaluation	Performance Task(s) / Think:
Summative Evaluation •	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

Resources