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**Enduring Understanding 1: Writers have a purpose for writing.**

* **Enduring Questions**
1. Why do we write?
2. How can language be powerful?
3. What is the importance of sharing our writings?
* **Plan**
1. **The purpose of writing**
2. **Introduce students to PIE – Persuade, Inform, Entertain**
3. **Introduce students to Ethos, Pathos, Logos**
4. **Introduce types of speeches**
5. Persuasive speech
6. Informative speech
7. Entertainment speech
8. **Introduce rhetoric and figurative language**
9. **Introduce and analyze 3 famous speeches**
10. “I have a dream” – Martin Luther King
11. J.F.K Inaugural Address
12. “The Ballot or the Bullet” – Malcom X
13. **Introduce and analyze 2 movie speeches**
14. **Introduce how to write a speech**
15. Audience
16. Construction
17. Introduction
18. Body
19. Summary
20. Research techniques
21. **ELA Standards**
22. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
23. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
24. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
25. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
26. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
27. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
28. 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.
29. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
30. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
31. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
32. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
33. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
* **Outcome**

As a group project, students will research a famous speech and present on the speaker, speech, and highlight two lines from the speech to share why it’s powerful applying what we learned about powerful language. Students will research:

1. Who they are
2. What they do
3. Why they are saying the speech
4. The audience
5. The purpose of the speech
6. Why this speech important?

**Enduring Understanding 2: Writing as a reflective process**

* **Enduring Questions**
1. How do we evaluate our writing?
2. How can we enhance our writing?
3. How can we use evaluation and reflection to improve our writing?
* **Plan**
1. **Review the purpose of writing, audience, tone, theme, point of view, and figurative language**
2. **Review PIE with emphasis on I and E**
3. **Introduce characteristics of narrative writing**
4. **Brainstorming techniques**
5. **Teach the figures of speech**
6. **Teach how to peer revise using constructive criticism**
7. **Teach students how to “show don’t tell” while writing**
8. **Grammar**
9. **ELA Standards**
10. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
11. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
12. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
13. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
14. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.\* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\* e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*
15. . Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\* b. Spell correctly
16. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.\* b. Maintain consistency in style and tone.\*
17. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.
* **Outcome**

Write a final draft narrative using the “show don’t tell” technique and incorporate the figures of speech to make a compelling story. This will be started at the beginning of the year and will be completed at the end of the year as a final project.

Semester Outline Reflection

Creating a semester plan was challenging in ways and less challenging in others. It was difficult to determine which path I wanted take, but I planned as if I were teaching at the beginning of the school year. Since language arts is the study and use of oral and written language, I wanted my students to understand the “why” behind writing. Being able to determine the “why” would set the foundation for my class, making it easier for my students to analyze text, speech and writing and allowing them to have an appreciation for language arts throughout the school year. We would also be able to determine my student’s “why” and help them seek their purpose while writing. At the beginning of the school year, ELA teacher Mrs. Bricco did something similar in her class. She started her year by talking about the “why” to give students purpose.

 While observing Mrs. Bricco’s classroom, I noticed she had ELA standards written on the board. Students were well aware of what standards were being met during each lesson. This allowed for her to circle back to the ELA standards if students were off task or complained about their work. While constructing my outline, it was easy to incorporate standards after I determined my plan and outcome. I wasn’t able to incorporate my standards until I added these two essential elements. Determining an outcome was easy but coming up with a plan was difficult. According to Kellough, the planning phase consists of all of the decisions you make before you teach which includes content selection, objectives, assignments and determining what students already know (Kellough, 2018, p.31). I had to do research lesson plans to help me determine what needs to be taught in order to answer my essential questions to get to my outcome. While developing my plan, I took into consideration the type of outcome I wanted and the type of work I wanted my students to engage in. Kellough mentions that teachers need to make sure students are developing their intellect by putting in the effort, therefore, teachers must help encourage and challenge students (Kellough, 2018, p.46). While thinking of my outcome, I kept this thought in and I chose something that would push students out of their comfort zone but also something they would be proud of at the end of the year. For one of my enduring understanding outcomes, I chose a paper that students would revisit throughout the year to edit, revise, and challenge them to make more compelling. I want my students to leave high school with a narrative they are proud of and something they can revisit throughout their life.

The planning phase portion of my outline was the most time consuming. It’s discouraging to know that after putting so much effort into your plan, it could potentially change depending on your students and how well they reciprocate the lessons; however, this is also what makes teaching challenging and rewarding. According to Kellough, “it is the decision-making obligation and privilege that defines the teacher as an artist in the classroom” (Kellough, 2018, p.30). As a teacher, we have to be open to making changes and rejecting our plan if it doesn’t work for our students. This is what makes teaching beautiful. While I was creating my outline, I kept in mind that these ideas could change; however, I am excited to take on the challenge and when the time comes, reflect on the lessons and assume full responsibility for the outcomes.