

Unit 10: Putting It All Together

Lesson Overviews

Unit Purpose: The purpose of Unit 10 is to provide students an opportunity to analyze and reflect on their new skills and knowledge gained throughout the ME! Lessons.

Lesson 1: Assessing My Progress

Objectives

Students will:

1. compare YOU! Scale and ME! Scale responses
2. identify areas of improvement on both Scales
3. identify areas on the scales they would still like to improve

Materials

1. ME! Scale
2. YOU! Scale (completed from unit 9)
3. Worksheet 10-1: My Improvement Plan

Activities and Procedures: This lesson begins with a brief review of the Summary of Performance & Goals students completed during the last lesson and review and discussion of KWL charts. Next, students complete the ME! Scale, just as they did during Unit 1, and compare the answers on the two ME! Scales. Students then compare the YOU! Scale completed during the last lesson and the YOU! Scale completed during Lesson 1. After reviewing and discussing the scales, students complete worksheet 10-1: My Improvement Plan, as they did in Unit 1, to update their improvement plan.

Student Evaluation:

1. Completed YOU! Scale (from unit 9)
2. Completed ME! Scale
3. Worksheet 10-1: My Improvement Plan
4. Participation in class discussion

Extension Activity: Have students work in pairs or small groups to create their own critical thinking scenario.

Lesson 2: Assessing My Portfolio

Objectives

Students will:

1. identify possible challenges in their future and solutions to those challenges
2. organize their ME! Book according to the provided table of contents
3. identify items to add to their ME! Book
4. complete the ME! Scale

Materials

1. ME! binder
2. ME! Scale
3. YOU! Scale

Activities and Procedures: This final lesson provides students an opportunity to ask any unanswered questions, organize their ME! Book, and identify times and places to use their ME! Book in the future. It is crucial that the teacher reviews each student KWL chart before beginning this lesson. The information on student KWL charts, specifically, unanswered questions, is the basis of the beginning discussion of this lesson. After KWL discussion, students use the Table of Contents handout to ensure all necessary products and information are included and organized in their ME! Books. Next, students break into small groups to brainstorm ways to improve and use their ME! Books in the future. Each group then presents their ideas and suggestions to the class. As the final activity, students complete Unit 10 Knowledge Quiz, a comprehensive quiz covering all ten units.

Student Evaluation:

1. Participation in class discussion
2. Completion of ME! Scale
3. Organization of ME! Book

Extension Activity: This lesson does not include an extension activity.

Unit 10: Assessing My Progress & Portfolio

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#) 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.

Language:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.4](#) 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.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.