Grade Level	Content Area	Course Title	Unit Title
10th Grade	Writing	10th Grade English	(Interdisciplinary Writing/Reading Unit) What's Love Got to do With It?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Six 1.5 hour class sessions	2nd Quarter	Students have written an expository essay in the 1st Quarter. In addition, they have read *Romeo and Juliet*. In Romeo and Juliet, the emphasis of the lesson was to discover through analysis of the selection, the romantic elements created through tone (the author's use of literary elements including word choice). Prior learning also includes students' continuous practice with the Writing Process and the 6-Traits of Writing. The writing standard PO's that address both the writing process and the 6-traits are reinforced throughout previous instruction, as well as on the 6-Traits-based Peer Response Sheets used with editing teams, and the scoring rubric for every writing assignment. Prior learning includes instruction on the editing team process, and the use of Editing Team Guidelines (students have handout) and 6-Traits-based Peer Response Sheets to record their editing efforts.

Unit Description

Students will write a response to several prompts that involve ideas and observations about the effects of family feuds on the children of "warring" families. Students' reflection and synthesis provides a segue between their reading of *Romeo and Juliet* and the social context surrounding genetic inheritance, which they are learning about in mathematics and science. After class review on effective thesis sentences, introductory and concluding paragraphs, students will write an outline for their summative essay that includes a reference to *Romeo and Juliet*. They will write the draft of the essay, and participate in Editing Teams (the class norm) before submitting their final essay for scoring by the teacher.

Strand(s), Concept(s), and PO(s)	HSW3-C2-PO1. Writing Applications. Expository: Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. PO1: Write an explanatory, multi-paragraph essay that: a. includes background information to establish the **thesis** (**hypothesis**, essential question), as appropriate b. states a **thesis** (**hypothesis**, essential question) with a narrow focus c. includes **evidence** in support of a **thesis** (**hypothesis**, essential question) in the form of details, facts, examples, or reasons d. communicates information and ideas from **primary and/or secondary sources** accurately and coherently, as appropriate e. attributes sources of information, as appropriate f. includes a topic sentence for each body paragraph g. includes relevant factors and variables that need to be considered h. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate i. includes an effective conclusion
Summative Assessment	Students will demonstrate synthesis of the expository essay by writing about family feuding in a multi-paragraph essay.
Assessment Scoring	6-Trait 6-Point Scoring Guide and Rubric for an expository essay based on the ADE HS writing rubric.
Materials/Resources Needed	The students' copy of their Writing Journal, copies of *Romeo and Juliet*, the 6-Trait Scoring Guide and Rubric, the 6-Traits-based Peer Response Sheets, plus a copy of Baz Luhrmann's 1996 film *Romeo + Juliet*.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
PO Focus	HSWS3-C2-PO1, HSW-S1C1PO1-6	HSWS3-C2-PO1, HSW-S1C1PO1-6	HSWS3-C2-PO1, HSW-S1C2PO1-2, HSW-S1C3PO1-8	HSWS3-C2-PO1, HSW-S1C2PO1-2, HSW-S1C3PO1-8	HSWS3-C2-PO1, HSW-S2C1, HSW-S2C2, HSW-S2C3, HSW-S2C4, HSW-S2C5, HSW-S2C6	HSWS3-C2-PO1, HSW-S1C5PO1,
Lesson Instruction	**Objective:** Students will develop strategies for expository writing by synthesizing "response writing" in their Writing Journals, given the The teacher will direct students to participate in "response writing" by responding to several *Romeo + Juliet* film prompts, including the Act 1 prologue and first Montague-Capulet encounter, and Romeo's attempt to make peace that ends in killing Tybalt. Overarching question: *How does the family feud impact Romeo and Juliet? The future of the two families?* **Share-Out:** Students share-out their responses in small groups. Teacher	**Objective:** Students will develop a thesis for an expository essay on **"The effects of family feuding on children in "warring families."** **Discussion:** Review the format and structure of expository writing by filling out a concept map on the board. **Teacher Input:** Hand out a sample essay and model the characteristics that can be identified in the writing. **Discussion:** Mini lesson on writing "hooks" and "What is a thesis?" **Teacher Input:** Ask for suggestions for possible 'hooks' for introductory paragraph and write them on the board. **Student Practice:** Direct students to write their introductory paragraph using a hook as the opening statement, and concluding with a thesis statement. **Teacher Input:** Ask for	**Objective:** Students will create the outline for an essay on effects of family feuding. **Teacher Input:** Outline the body of the essay using feed-back from the students' ideas. **Student Practice:** Direct students to either use the outline created or write their own and then fill it out with the information they would like to include in the body of their essay. **Group Work:** Assign pairs to review each other's work, and share ideas about references they can include from their prior reading of (i.e. *Romeo and Juliet*) and personal experiences.	**Objective:** Students will create the rough draft of an expository essay on family feuding using their outline and including a reference to *Romeo and Juliet*. **Discussion:** Explain the format of an effective conclusion and show models of essays with effective conclusions. Direct students to begin the rough draft of their expository essays. Review the assignment parameters	**Objective:** Students work in Editing Teams to peer assess an expository essay draft using their Peer Response Sheets to guide the process. **Teacher Input:** Remind students that each "editor" on the team must fill out a Peer Response sheet" for every paper reviewed and that at the end of the process each student writer will have 2 Peer Response Sheets to use	**Summative Assessment:** Students will demonstrate synthesis of an expository essay on the effects of family feuding on children in "warring families" in a multi-paragraph essay. Students will share their final essays in a reading to a "new" group in the class. Then the teacher will collect the final essay copies, the rough drafts, and peer response

	asks for volunteers to share one response to the whole class. Teacher acknowledges many appropriate outcomes of family feuds, as well as differences in perspectives that may arise and clarifies any misconceptions.	volunteers to state their thesis from their opening paragraph. Write statements on the board and critique them for effectiveness. **Student Practice:** Direct students to rewrite their thesis statements, and continue on to write an opening paragraph. **Share-Out:** Ask for volunteers to read aloud their opening paragraph. Ask for "warm" and "cool" feedback from class.	Ask students to take out Peer Editing Guidelines. Pass out the Peer Response Sheet and the Scoring Guide and Rubric. Review how to use both to ensure that students' outlines are the "backbone" of an excellent expository essay.	outlined on the Scoring Guide and Rubric. Explain that they will have two days to work on their drafts before participating in their Editing Teams.	for guiding their revising and rewrite. Remind students that the final draft of the essay is due in two days.	sheets.
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	
Student Activities	Students participate in "response writing" by responding to prompts from Luhrmann's film, *Romeo + Juliet,* that illustrate family feuding. Students share their responses in small groups and then volunteers to share one response with the whole class.	Students participate in filling out a concept map on the board. Students identify structural characteristics of an essay. Students offer suggestions for possible 'hooks' for an introductory paragraphs. Students write their own introductory paragraph using a hook as the opening statement and share with the class when asked to volunteer.	Students participate with the teacher in outlining the body of the essay. Students write their own outline and then fill it out with the information they would like to include in the body of their essay. Pairs of students review each other's work, and share ideas about references they can include from their reading of (i.e. *Romeo and Juliet*). Students review the Peer Response Sheets and the Scoring Guide and Rubric.	Students begin the rough draft of their expository essays and review the assignment parameters outlined on the Scoring Guide and Rubric.	Students participate in their Editing Team to review each other's rough drafts and complete the Peer Response Sheet for each paper edited.	Students share their final essays in a reading to a "new" group in the class before turning in the final essay, the rough drafts, and peer response sheets.

Peer Response Sheet
Expository Essay on the effects of family feuding on children in "warring families."

Writer's Name: _____ Student Editor's Name _____

Directions to student editor: After carefully reading the expository essay, complete this peer response sheet. Provide explanations when necessary.

Rate the Following 1-5 (high)

INTRODUCTION

a. The introductory paragraph(s) begins with a "hook."	1	2	3	4	5
b. The introduction contains a thesis which indicates what is being explained in the essay and why it is significant.	1	2	3	4	5
c. The introduction indicates the specific main points the writer will make to support the thesis.	1	2	3	4	5

d. List points the writer will make to support the thesis:

_____

BODY

a. Each support paragraph contains a topic sentence which indicates discussion of one of the points mentioned in the introduction.	1	2	3	4	5

Comment: _____

_____

b. Each support paragraph provides concrete evidence to support its topic sentence; which in turn, follows through on the thesis contract.	1	2	3	4	5

Comment: _____

_____

c. List the types of concrete evidence used in the support paragraphs (summary, paraphrase, quotes):

_____

CONCLUSION

a. In the conclusion paragraph the writer comments on his/her reaction to the thesis and information provided.	1	2	3	4	5
b. The conclusion contains a reworded thesis.	1	2	3	4	5

Comment: _____

_____

OVER

Please provide feedback to the writer on the following 6-Traits criteria:

TRAIT	CRITERIA	Looks Good	Revisit This
Ideas & Content	Thesis addresses the topic of the assignment.		
	Background information is included to establish the thesis.		
	Interesting and specific information effectively supports main idea throughout the essay.		
	Includes information from primary and secondary resources, including *Romeo and Juliet*.		
Organization	Provides an effective and strong introduction.		
	Ideas are organized into paragraphs that support the thesis.		
	The concluding paragraph brings effective closure to the essay.		
	Effective transitions words and phrases are used (ex. while, after that, etc.).		
	There is a logical and sequential organization of ideas.		
Voice	Uses a voice appropriate to the purpose of the writing.		
	Writer is aware of the audience.		
Word Choice	Words effectively and accurately convey the ideas of family feuding.		
	Uses word variety that is functional and appropriate to the topic, purpose, and audience.		
Sentence Fluency	Avoids repeated patterns of sentence structure.		
	Shows strong control over simple sentences.		
	Fragments, if present, are usually effective.		
	Has solid control over subject/verb agreement.		
Conventions	Correct end of sentence and internal punctuation.		
	Correct capitalization.		
	Consistent verb tense and use of irregular verb forms.		
	Spelling is usually correct, especially on common words.		
	Paragraph breaks reinforce the organizational structure.		
	Moderate need for editing.		

1. Indicate what specific areas of the paper are confusing or unclear:

   Comment: _____

   _____

2. Describe the effectiveness or ineffectiveness of any section of the paper (introduction, support paragraphs, conclusion.)

   Comment: _____

   _____

2. Tell what you liked best about the paper. Be as specific as possible.

   Comment: _____

   _____

ADDITIONAL COMMENTS MAY BE APPRECIATED BY THE WRITER:

Student Name: _____

Scoring Guide and Rubric
Expository Essay on effects of family feuding on children in "warring families"
(What's Love Got To Do With It? Unit)

OUTCOME: Students will demonstrate synthesis of the expository essay by writing about family feuding in a multi-paragraph essay

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. Thesis addresses the topic of family feuding.				
	2. Background information is included to establish the thesis.				
	3. Interesting details and specific information effectively supports main idea throughout the essay.				
	4. Includes information from primary and/or secondary resources.				
Organization	5. Provides an effective and strong introduction.				
	6. Ideas are organized into paragraphs with topic sentences that support the thesis.				
	7. The concluding paragraph brings effective closure to the essay.				
	8. Effective transitions words and phrases are used (ex. while, after that, etc.).				
	9. There is a logical and sequential organization of ideas.				
Voice	10. Uses a voice appropriate to the purpose of the writing.				
	11. Writer is aware of the audience.				
Word Choice	12. Words effectively and accurately convey the ideas of family feuding.				
	13. Uses a variety of words that are functional and appropriate to the topic, purpose, and audience.				
Sentence Fluency	14. Avoids repeated patterns of sentence structure.				
	15. Shows strong control over simple sentences.				
	16. Fragments, if present, are usually effective.				
	17. Has solid control over subject/verb agreement.				
Conventions	18. Correct end of sentence and internal punctuation.				
	19. Correct capitalization.				
	20. Consistent verb tense and use of irregular verb forms.				
	21. Spelling is usually correct, especially on common words.				
	22. Paragraph breaks reinforce the organizational structure.				
	23. Moderate need for editing.				

FINAL SCORE: _____/6_____

Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%

Scoring criteria are shown at MEETS the Standard from the ADE High School Scoring Rubric for Writing