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First Week Intro: Growth and Vulnerability (10th grade AP World History and English II)

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Unit Title	<i>First Week Intro: Growth and Vulnerability (10th grade AP World History and English II)</i>	Course(s)	Pre-AP English II & AP World History
Designed by	Ileana Sherry	Time Frame	6 days (90 block periods), intended as the first week of school

Abstract:

In the Growth and Vulnerability Unit, we hope to introduce to students concepts, skills, and assignments that will be recurring throughout the year. The interdisciplinary unit is meant for tenth graders taking a combined class of AP World History and English II, but it can be applied to any grade or content area with some adaptations. The unit concentrates on foundational writing skills: in the properly formatted paragraph (A.P.E.), citing scholarly sources (APA), using evidence to support a persuasive argument, and collaboration and presentation skills. Students will be able to independently recognize different perspectives, begin to develop a growth mindset and vulnerability, and recognize the different avenues to success. We approached these transfer goals through a 6 day unit (of 90 minute block classes), in which we taught students skills through a multimedia presentation project. The unit concludes with students presenting their learning on growth mindset and vulnerability, focusing on how it impacts a specific area of life. The presentations have an authentic audience of freshmen students in order to continue to develop a positive school culture and make the learning meaningful to multiple groups of students.

Stage 1- Desired Results

Establish Goals

English II TEKS

- (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
- (A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
 - (B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
 - (E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.
- (3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the structure or prosody (e.g., meter, rhyme scheme) and graphic elements (e.g., line length, punctuation, word position) in poetry.

(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize text and distinguish between a summary and a critique and identify non-essential information in a summary and unsubstantiated opinions in a critique;

(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and

(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(B) synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).

(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:

(A) marshals evidence in support of a clear thesis statement and related claims;

(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;

(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and

(E) uses a style manual (e.g., *Modern Language Association*, *Chicago Manual of Style*) to document sources and format written materials.

(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

Global Competencies

Communicate Ideas

How effectively does the student organize and structure his/her ideas when communicating with a variety of audiences? How skillfully does the student assure the reader with command of language, engage the reader with his/her voice and style, and use digital technology and communication tools?

- Introduces and develops clear, precise, and knowledgeable claim(s) and discusses potential counterclaim(s).

- Develops real or imagined experiences, events, and/or characters representing multiple points of view, creating coherence and building towards a particular tone and outcome.
- Selects the most appropriate digital media to share insights, findings, concepts and proposals, or to interact and collaborate with others.
- Reflects on the effectiveness and quality of the communication product and how it impacts understanding of specific audiences and collaboration with diverse others. Proposes specific changes that are likely to improve its accessibility to the specific audiences.

AP World History

3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.

6.B Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables.

Transfer

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

- **Reflect on how their mindset affects their professional/academic/personal lives**
- **Identify areas of growth in themselves and others**

Meaning

UNDERSTANDINGS

Students will understand that...

What specifically do you want students to understand?
What inferences should they make?

- Vulnerability is a necessary part of life.
- Growth mindset is applicable to multiple aspects of life.
- Changing a perspective is possible.

Essential Questions

Students will keep considering...

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

- How do I perceive the world?
- How can different perspectives shape the world?
- To what degree if any can people change?
- What role does vulnerability play in my life?
- What role does shame play in my life?

Acquisition

Students will know...

What facts and basic concepts should students know and be able to recall?

- Growth mindset “is based on the belief that your basic qualities are things you can cultivate through your efforts” (Dweck 7).
- Fixed mindset is “Believing that your qualities are carved in stone” (Dweck 6).
- Vulnerability (as we are using it) is defined as “basically uncertainty, risk, and emotional exposure” (Schwabel).

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Writing a properly structured paragraph (A.P.E.--answer, prove, explain).
- Working in a group to create a presentation of their learning.
- Using their speaking skills to present an argument.
- Using an organizational structure that best fits their argument and audience.
- Summarizing a text.
- Using context clues to define a word.
- Using a dictionary to define a word.
- Read and comprehend informational texts.
- Incorporating evidence to support an argument.

Stage 2- Evidence

Evaluation Criteria	
<p>Performance Task criteria: -evidence integration -understanding of content -professional product</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they understand by evidence of...</i></p> <p>Video presentation: Students will create a video on either the topic of vulnerability or growth mindset to teach on the topic and its effect in an area of their life (academic, personal, professional, familial). Once students have picked a topic and an area of life, students will explain the topic and persuade their audience that either vulnerability or growth mindset is an asset in that particular area of life. Students will provide evidence using either personal, historical, or literary evidence. These videos will be presented to the new 9th grade class in small groups.</p>
	<p>OTHER EVIDENCE:</p>

Summer Assignment criteria:

- understanding of content
- organization of ideas
- conventions of writing

Scholarship Reading:

- completion
- synthesis of information

Personal Dictionary criteria:

- accurate definitions used
- implementation of context clues or knowledge of linguistic roots/affixes

APE Paragraph criteria:

- clear topic (answer) sentence
- appropriate and integrated evidence
- analysis

Portfolio Post criteria:

Students will show they have achieved Stage 1 goals by...

Summer Assignments

- **English II Summer Assignment:** Read and annotate chapter 2 of *Mindset: The New Psychology of Success* by Carol S. Dweck. Respond to one of the following prompts (adapted from Dweck 53):
 - “People are all born with a love of learning, but the fixed mindset can undo it. Think of a time you were enjoying something--doing a crossword puzzle, playing a sport, learning a new dance, etc.. Then it became hard and you wanted out. Maybe you suddenly felt dizzy, bored, or hungry. Next time this happens, don’t fool yourself. It’s the fixed mindset. Picture your brain forming new connections as you meet the challenge and learn.” Write about this new attempt with growth mindset.
 - “Is there something in your past that you think measured you? A test score? A dishonest or callous action? [A breakup of a friendship or relationship?] Being rejected? Focus on that thing. Feel all the emotions that go with it. Now put it in a growth-mindset perspective. Look honestly at your role in it, but understand that it doesn’t define your intelligence or personality. Instead, ask: *What did I (or can I) learn from that experience? How can I use it as a basis for growth?*” Write about it.
 - “Is there something you’ve always wanted to do but were afraid you weren’t good at? Make a plan to do it.” (Try it if you can and it is legal). Write about it and how growth mindset will help you to accomplish it.
- **AP World History Assignment:** After completing the English summer assignment, watch the TED Talk: [Brene Brown: The Power of Vulnerability](#); take a released AP World History Exam; then reflect on how taking this exam before the course relates to both vulnerability and growth mindset
 - *Your thoughts on how growth mindset and vulnerability might interact and affect your life*
 - *Your reactions to taking the AP World History exam*
 - *Strategies and goals that you will use to improve your intelligence & performance*

Scholarship Reading: weekly reading assignment wherein students must read the assigned text, podcast, or video and record their learning (via one of the options presented on a task menu) to be discussed in class. Task menu options for reading responses include: window notes, Cornell notes, 4 As graphic organizer, visual representation of the reading, etc.

Personal Dictionary: weekly assignment to be completed in tandem with the weekly scholarship reading. Students should find two words they do not understand from the scholarship reading provide the dictionary definition, part of speech and the source. Then students should create an original sentence with the word and appropriate context clues. If students know all the words from the scholarship reading, students should choose two to analyze its derivations.

APE Paragraph: Students will respond in a timed, in-class writing assessment. Using the APE (answer-prove-explain) paragraph format they will respond to one of two prompts:

- Write an essay stating your opinion on whether it’s easier to have a fixed or growth mindset.
- Write an essay stating your opinion on whether vulnerability is a strength or a weakness.

Portfolio Post: Students will write a reflective mini-blog post on how this project has helped them to think about their

-well-organized writing
 -proper spelling and grammar
 -meaningful reflection

identity and success in their own lives. Students should incorporate links or pictures to the work created in this unit. Students can also incorporate knowledge gained from outside life or other classes during this same time.

Stage 3- Learning Plan

Learning Events	Progress Monitoring
<p><i>Student success at transfer, meaning, and acquisition depends upon...</i> Each class is 90 minutes (with some variations due to first week schedule altered times).</p> <p>Day 1: (First Day of School) The goal of today will be to introduce the course, introduce the teachers, and introduce the students. The activities of the day will have underlying connections to the unit on growth and vulnerability, but the introduction of the unit and the project officially begin on day 2. By the end of the period the personal dictionary and scholarship reading are assigned.</p> <p>Day 2: (Summer Assignments are due) Students will start the morning with Silent Sustained Reading (SSR). This can be used as a time to refresh their minds of the summer reading, read the weekly scholarship reading, or read for pleasure. To debrief the summer readings, the teacher will lead the kids in a microlab. Then students will participate in a Text Rendering protocol (School Reform Initiative), augmented so that students create a poem at the end. We will share and post these poems.</p> <p>Day 3: (In-Class APE due at the end of class) Introduce AP Exam Review warm-up, in which students every Wednesday will jigsaw a chapter of the textbook. Then students will start the class with a timed writing assessment. After debriefing their first timed writing on vulnerability and growth mindset, the teachers will show their multimedia examples from the project--one on growth mindset in relationships and the other on vulnerability in academics. Teachers will explain and assign the multimedia project. Students will decide with their group what topic and area of life they would like to focus on.</p> <p>Day 4: (Scholarship Reading/Personal Dictionary is due) Students will work with their group to craft a thesis for their video and research to find evidence (either personal, historical, or literary). Students will write out their script using an augmented APE format. After a brain break, students will present their</p>	<ul style="list-style-type: none"> ● Students will be monitored through their summer assignment as a pre-assessment of AP World History knowledge and writing ability. ● Students will complete an exit ticket on the first day to show their understanding of class expectations and set up. ● Students will be monitored through the in-class APE formative assessment. ● Scholarship reading and personal dictionary will be assessed once a week for continued understanding of content and skill knowledge. ● Students will do a check in with teacher after peer

script to another peer group for feedback using a Tuning Protocol (SRI). A script and feedback is required before the kids can record their video.

Day 5: Last work day. Students will use the time to practice their presentations, record their video presentation, edit the presentation, and prepare for possible questions.

Day 6: (Multimedia project is due) After our moment of poetry for Monday warm-up, Students will have the first 5 minutes of class to do finishing touches on their projects. Students will then do a practice round of presentations to another project group of their peers in order to practice presenting and answering questions on their topic. Then students will travel to the 9th grade English/world geography class to present their projects to the 9th grade classes. Each project group will present to a group of 5 freshmen. After presenting their video, freshmen will have an opportunity to ask open-ended questions (which the freshmen were learning about in class). After the presentations, students will return to our room in order to respond to a short, reflection blog post.

feedback.

- Multimedia presentation will be final assessment of content.
- Students will reflect on their learning in a blog post.

Resources:

- *Mindset: The New Psychology of Success* By Carol Dweck
- [Poem for Moment of Poetry](#)
- [Reading on Vulnerability](#)
- [Text Rendering Protocol](#)
- [Ted Talk](#)

Materials:

- [English II Summer Assignment](#)
- [AP World History Assignment](#)
- [Performance Assessment](#)
- [Tuning Protocol](#)
- [Persuasive APE](#)
- [Portfolio Post](#)

Citation Page

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