

TITLE OF LESSON

English 1 Unit 1 Lesson 45 – Final Exam, Part 2

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3, 3.0, 3.2-7, 3.9, 3.11-12; W1.1-2. 1.9; WA2.1; W/O1.0-4; L/S1.1

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MATERIALS

**Mythology Unit 1 Final Exam (Part 2)** – Teacher Page  
Student Final Exams from yesterday

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LESSON OBJECTIVES

- To demonstrate mastery of elements of myth
  - To demonstrate writing proficiency test taking skills
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) There will be no homework check or agenda today.
  - 2) Directions – This is the final portion of the Writing Assessment. Students will be writing their creation myths as a demonstration of their mastery. Students will be working individually. There should be absolutely no talking. Make sure you pass out all of their tests from the day before. Tell them they will need their notes from Part 1 A and B, as their piece of writing should be based on their test notes from yesterday. They will have 60 minutes (or one class period, whichever comes first) to complete their Writing Assessment. Read the instructions aloud with the students. Ask if there are any questions. Remind them there should be no talking and that if they have any questions, they should raise their hand and you will answer them. Should they finish early, they should put their pen/pencils down, turn their test over and sit silently. Or you can ask students to bring a book to read or pick one from your shelves.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Part 2 – Have students begin Part 2 of their final exam. At the end of 60 minutes, call time and collect all tests.

**NOTE:** For the purpose of assessing their exam, you may want to hook up with other teachers who have run the same curriculum and have a group scoring session for Part 2 of the exam only. This allows teachers some impartiality, sharing of student mastery and skill level and an opportunity for research and celebration as far as your accomplishment of the second quarter goes. Professionally, it encourages an open door policy and creates an environment of community that models these ideals for your students who are also working towards the same goal. Should you decide to have a group scoring session, you may want to set aside at least two hours. This will give you time to establish an agreed upon rubric (you may want to model it after the ESubjects rubrics for autobiography found in the student pages of English 1 Unit 2) and allow for at least two scorings of each test to be averaged for a final grade. Also, if you decide to do this, make sure you let your students know that you will be scoring Part 2 of their tests with other teachers. It helps establish the seriousness of testing and reinforces all of the above aforementioned reasons modeled for the students.

2. Assessing Part 1 and 2 – For the purpose of assessment, you may want to give two grades, one for Part 1 of the test and a separate grade for Part 2.
3. **Portfolio** – Finally, these tests must be kept in the students’ portfolios in order to track growth over time. Hand them back to the students once they have been scored. Allow students to look them over and give them the

opportunity to come to you with any questions they may have. Then make sure all of the students place the tests in their permanent portfolios.

Likewise, make sure that all students have placed their creation myth, trickster myth, monster myth and hero myth in their portfolios in order to demonstrate their knowledge of the elements of story writing and mythology.

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**HOMEWORK**

None

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**GROUP ROLES**

None

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**DOCUMENTATION FOR PORTFOLIO**

Creation Myth

Trickster Myth

Monster Myth

Hero Myth

Final Exam Unit 1