

Unit Goals – Stage 1

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding.

Unit Description: Generations– In this quarter, students are involved in a deep study of “how young people often learn from older people, but sometimes it works the other way around” using examples from text. Students will regularly use text-based evidence to build on their knowledge and will be able to explain how people of different generations interact and learn from one another through short writings, discussion, research, and possibly a multi-media presentation.

CCSS Anchor Standards

Key Ideas and Details

1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5 Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6 Assess how point of view or purpose shapes the content and style of a text.

Text Types and Purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Listening and Speaking

Transfer Goals: SBAC Claims

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

1. *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)*
2. *Students can produce effective writing for a range of purposes and audiences. (Claim 2)*
3. *Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)*
4. *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)*

Making Meaning

UNDERSTANDINGS

Students will understand that...

1. Authors explore an experience using descriptive details and events.
2. Older people learn from younger people just as children learn from adults.
3. Individuals often have unique relationships with people in older generations.
4. Great literature is intentionally crafted to explore enduring human themes transferable across time and place.
5. By comparing texts, readers often gain greater insight into those texts.
6. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary techniques to elicit an intended response from the reader.
7. Research is the key to understanding and discovering the unknown.
8. Proper use of conventions brings greater clarity and sophistication to writing.

ESSENTIAL QUESTIONS:

Students will keep considering...

- Unit EQ: What can one generation learn from another?
- Whole-Class Learning: Who from a different generation has had the greatest influence on the reader?
- Whole-Class Learning: What is an example of an insight passed between members of different generations?
- Performance-Based Assessment: How did two people have an effect on each other, even though they were from different generations?
- How does reading from different texts about the same topic build our understanding?
- What makes an author effective?
- How do I know my reading insights and writing claims are valid?
- Why should I assume my reading insights and writing claims are valid?
- How does the writing process shape the writer’s product?

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<p>1. Engage effectively in a range of collaborative conversations building on each other’s ideas and expressing their own clearly.</p> <p>Language</p> <p>3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and comprehend more fully when reading or listening.</p>		
Acquisition		
	<p>KNOWLEDGE</p> <p>Students will know...</p> <ol style="list-style-type: none"> 1. The essential elements of a nonfiction narrative 2. The essential elements of a dramatic monologue 3. Greek and Latin prefixes 4. Multiple-meaning words 5. Adjectives and adverbs 6. Narrative point of view 7. Parts of an essay 8. Writer’s style-audience, purpose, and literary techniques 	<p>SKILLS</p> <p>Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> 1. Evaluating connections between texts (i.e. Double Bubble Map which leads to discussion and/or writing). 2. Analyzing how an author develops and contrasts points of view of different characters or narrators. 3. Citing textual evidence 4. Making inferences or drawing conclusions based on information from the text (i.e. Socratic seminar, quick write, Partial Multi Flow Map). 5. Identifying and explaining stated or implied central ideas and relevant supporting details from text (i.e. Tree Map which leads to discussion and/or writing). 6. Analyzing how two or more authors writing about the same topic shape their presentations by emphasizing different evidence. 7. Determining the meaning of words and phrases as they are used in a text (i.e. context clues, Bridge Map).

Grade Level Standards – Stage 1

Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.

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Reading	Writing	Speaking & Listening	Language
<p>Literature</p> <ul style="list-style-type: none"> • <u>RL.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <u>RL.7.2</u> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • <u>RL.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. <p>Informational</p> <ul style="list-style-type: none"> • <u>RI.7.1</u> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <u>RI.7.2</u> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • <u>RI.7.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, 	<ul style="list-style-type: none"> • <u>W.7.2</u> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • <u>W.7.3</u> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequence. • <u>W.7.3a</u> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • <u>W.7.3b</u> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • <u>W.7.3d</u>: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • <u>W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Research to Build & Present Knowledge</p>	<p>Comprehension & Collaboration</p> <ul style="list-style-type: none"> • <u>SL.7.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. • <u>SL.7.2</u> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how 	<ul style="list-style-type: none"> • <u>L.7.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. <p>Vocabulary Acquisition & Use</p> <ul style="list-style-type: none"> • <u>L.7.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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<p>connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <ul style="list-style-type: none"> • <u>RI.7.6</u> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • <u>RI.7.7</u> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). • <u>RI.7.9</u> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<ul style="list-style-type: none"> • <u>W.7.7</u> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. • <u>W.7.8</u> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	<p>the ideas clarify a topic, text, or issue under study.</p> <ul style="list-style-type: none"> • <u>SL.7.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • <u>SL.7.5</u> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 	

CCSS Standards Link:

<http://www.corestandards.org/ELA-Literacy/>

Evidence of Learning – Stage 2

Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i></p> <p><i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Performance Task – Writing Focus Nonfiction Narrative (pp. 52-57) Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> • W7.3a-e • W7.4
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative conversations. • Present claims and findings. • Include multimedia components and visual displays. 	<p>Performance Task - Speaking and Listening Task 1: Present a Nonfiction Narrative (pp. 104-105) Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> • SL7.1 • SL7.4 • SL7.5
<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing. • Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Performance-Based Assessment, Part 1: Writing to Sources: Nonfiction Narrative that synthesizes multiple sources within the textbook that addresses the provided prompt (pp. 112-113) Independent Task</p>	<ul style="list-style-type: none"> • W7.3a-e • W7.4 • W7.9
<ul style="list-style-type: none"> • Present information clearly, concisely, and logically. 	<p>Speaking and Listening Task 2: Performance-Based Assessment, Part 2: Oral presentation using the Nonfiction Narrative from Part 1 (p. 114)</p>	<ul style="list-style-type: none"> • SL7.1 • SL7.4
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis, reflections, and research. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p>Interim Unit Assessment: Unit 1 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL7.3, 4, 5 • RI7.2, 3, 6,9 • W7.3b, 3d • SL7.4,6 • L7.1a, 2a, 3, 4a, 4b, 5c •

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze character and point of view. Analyze narrative point of view. Analyze the development of central ideas. Analyze interactions. Compare media with text. Analyze media vocabulary. Analyze figurative language. Identify rhythm and repetition. 	<p>Analyze Craft and Structure (pp. 27, 47, 67, 78, 84, 86, 101, 102)</p>
<ul style="list-style-type: none"> 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 discipline-specific tasks, purposes, and audiences. 	<p>Constructed Responses: Students will 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 discipline-specific tasks, purposes and audiences i.e. Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p>Conventions Activities</p>
<ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says. 	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> Comes to discussions prepared, referring to evidence on the topic and building on others’ ideas; poses and responds to specific questions with elaboration and detail. 	<p>Speaking and Listening – Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.</p>