

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: A Starry Home: In this unit, students are involved in a deep study on the pros and cons of space exploration. Students will regularly use text-based evidence to build their knowledge and will be able to argue whether or not we should spend valuable resources on space exploration through short writings, discussion, research, and possible multi- media presentations.

<p>CCSS Anchor Reading Standards</p> <p>Key Ideas and Details</p> <p>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.</p> <p>2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>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.</p> <p>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.</p> <p>Text Types and Purposes</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCSS Anchor</p> <p>Writing</p> <p>Text Types</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p style="text-align: center;">Transfer Goals: SBAC Claims</p> <p><i>Students will be able to independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. <i>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)</i> 2. <i>Students can produce effective writing for a range of purposes and audiences. (Claim 2)</i> 3. <i>Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)</i> 4. <i>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)</i> <p style="text-align: center;">Making Meaning</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="676 633 1354 1424"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thematic Understanding:</p> <ol style="list-style-type: none"> 1. Social challenges are often greater obstacles than engineering challenges. 2. Setting influences plot, characters, and theme. 3. Exploration involves risk. 4. Individual survival in challenging environments requires both physical and emotional resources. <p>Reading Understanding:</p> <ol style="list-style-type: none"> 1. The use of rhetorical and literary devices can enhance writing and help to convey a theme and message. <p>Writing Understanding:</p> <ol style="list-style-type: none"> 1. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary technique to elicit an intended response from the reader. 2. Writers think logically when composing an argument. 3. Writers use a variety of stylistic techniques to engage and persuade the reader. <p>Language Understanding:</p> <ol style="list-style-type: none"> 1. Proper use of conventions brings greater clarity and sophistication to writing </td> <td data-bbox="1354 633 2016 1424"> <p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>Unit Essential Question: Should we make a home in space?</p> <p>Whole Class Learning: Do the benefits of exploring Mars outweigh the risks? (Performance Writing Task)</p> <p>Small Group learning: Would you rather stay here on Earth or experience life on another planet? (Performance Task: Speaking and Listening Focus)</p> <p>Performance-Based Assessment Part 1: Should we spend valuable resources on space exploration?</p> </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Thematic Understanding:</p> <ol style="list-style-type: none"> 1. Social challenges are often greater obstacles than engineering challenges. 2. 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<p>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.</p> <p>Range of Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting day or two) for a range of tasks, purposes, and audiences.</p> <p>Language Conventions of Standard English 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use 3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases 4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension and expression.</p>	<p style="text-align: center;">Acquisition</p> <p>KNOWLEDGE Students will know...</p> <ol style="list-style-type: none"> 1. Figurative Language: Metaphor and Simile (pp 143) 2. Comparisons Using Adjectives and Adverbs (pp 145) 3. Writing to Compare (pp 150- 151) 4. Text Structure: Informative Writing (pp 159) 5. Action Verbs and Linking Verbs (pp 161) 6. Elements of an Argumentative Writing (pp 164-169) 7. Development of Ideas: Text Structures (pp 179) 8. The Principal Parts of Verbs (pp 181) 9. Elements of a Short Story: Conflict and Resolution (pp 197) 10. Simple and Compound Subjects and Predicates (pp 198) 11. Evaluate Argument and Claims (pp 209) 12. Sentence Functions and End Marks (pp 210) 	<p>SKILLS Students will be skilled at (Do)...</p> <ol style="list-style-type: none"> 1. Recognizing and categorizing various types of figurative language and its meaning in a selection. 2. Identifying adjectives and adverbs in sentences and labeling each one positive, comparative, or superlative. 3. Writing a comparison-and-contrast essay. 4. Analyzing an article’s text structure 5. Identifying verbs in the excerpt and labeling each verb as an action verb or a linking verb. 6. Writing an argumentative editorial 7. Analyzing an article and its details. 8. Identifying the verb or verb phrase in each sentence and labeling each verb as present, present participle, past, or past participle. 9. Analyzing the conflict and resolution of a short story. 10. Identifying examples of simple subject and compound predicate. 11. Analyzing an argument. 12. Recognizing types of sentences
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Grade Level Standards – Stage 1

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Reading	Writing	Speaking & Listening	Language
<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p style="text-align: center;">Literature</p> <p>RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot.</p> <p>RL 7.4 Determine the meaning of words and phrases as they are used in 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> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or mulita-media version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film.</p> <p>RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;">Informational</p> <p>RI 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RI 7.5 Analyze the structure an author uses to organize a text including how the major sections contribute to the whole and to the development of ideas.</p> <p>RI 7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p style="text-align: center;">Text Types and Purposes</p> <p>7.1 Write an argument to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 	<p style="text-align: center;">Comprehension & Collaboration</p> <p>SL7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL 7.4 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.</p> <p>SL7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). Spell correctly. <p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* <p>L7.4 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.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).

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Reading	Writing	Speaking & Listening	Language
	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Production and Distribution of Writing</p> <p>7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>7.10: 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>		<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

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> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></p> <ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence 	<p><u>Performance Task – Writing Focus</u> Argumentative Writing (pp. 164-169) Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> • W 7.1 a-e • W 7.4
<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><u>Performance Task - Speaking and Listening Task 1:</u> Present an Argument (pp. 212-213) Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> • SL 7.1 • SL 7.4 • SL 7.5
<ul style="list-style-type: none"> • Write arguments to support claims with clear reasons and relevant evidence 	<p><u>Performance-Based Assessment, Part 1:</u> Writing to Sources: Argument that synthesizes multiple sources within the textbook that addresses the provided prompt (pp.219-221)</p>	<ul style="list-style-type: none"> • W 7.1 a-e • W 7.4 • W 7.9
<ul style="list-style-type: none"> • Cite strong and through textual evidence to support analysis, reflections, and research. • Write arguments to support claims with clear reasons and relevant evidence 	<p><u>Interim Unit Assessment:</u> Unit 2 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 • RI7.4,5,8 • W7.1, 1c, 8 • L7.1, 2, 4a,b,5c

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> Analyze figurative language Analyze media Analyze Text Structure: Informative Writing Compare media with text Analyze development of ideas: Text structure Analyze elements of a short story: conflict and resolution Evaluate Argument and Claims 	<p>Analyze Craft and Structure (pp. 143, 149, 150, 159, 179, 197, 203, 209)</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"> Engage effectively in a range of collaborative conversations Present claims and findings Include multimedia components and visual displays 	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</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>