

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: Facing Adversity: In this unit, students will examine various literary and informational texts on how life can have obstacles but determination and hard work can help in overcoming those obstacles. They will also examine the elements of an informative text in order to craft a written informative essay and present an informative multi-media presentation during different performance tasks. Ultimately during all of the reading, writing, speaking, and listening tasks, students will consider how people overcome obstacles.

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...

Thematic Understanding:

There are incredible people overcoming incredible obstacles.

Reading Understanding:

Real and fictional characters have similar qualities and outcomes.

Writing Understanding:

Clarity in explanatory writing is critical so the reader understands the topic.

Language Understanding:

Analyzing the parts of a word can help the reader discover the meaning of the word.

ESSENTIAL QUESTIONS:

Students will keep considering...

Unit Essential Question:

How do we overcome obstacles?

Whole Class Learning:

How did the characters cope with the obstacles in order to overcome adversity?

Small Group learning: How do people face challenges in order to overcome adversity?

Performance-Based Assessment Part 1: (On- Demand)

How can people overcome adversity in the face of overwhelming obstacles?

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Acquisition

KNOWLEDGE

Students will know...

Whole Class Learning Section

1. Theme RL 7.2 and 7.3 (pp. 463)
2. Word Study: Old English Suffix- less L 7.4b
3. Author's Style: Word Choice L 7.6 (pp. 465)
4. Writing to Compare RL 7.9, W 7.1 ab W 7.2bd, W9a (pp. 466-467)
5. Theme: Stated Theme and Implied Theme RL 7.2 (pp. 477)
6. Word Study: Old English Suffix- ly L 7.4b (pp. 479)
7. Conventions: Commas L 7.2a (pp. 479)
8. Writing to Sources: Writing an explanation W 7.2 (pp.408)
9. Informative Essay W 6.2 (pp. 482-487)

Small Group Learning Section

10. Word Study: Latin Prefix extra L 7.4b (pp. 500)
11. Author's Purpose: Word Choice and Humor RI 7.6 (pp. 501)
12. Conventions: Informal Grammar L 7.1 and 7.2 (pp. 502)
13. Word Study: Greek root- myst L 7.4b (pp. 509)
14. Author's Purpose: Autobiographical Writing RI 7.6 (pp.510)
15. Conventions: Types of Dependent Clauses L 7.1a (pp. 511)
16. Writing to Compare RI 7.7 (pp. 516-517)
17. Word Study: Etymology L 7.4 (pp. 524)
18. Text Structure: Biographical Writing RI 7.5 (pp. 525)
19. Conventions: Capital Letters L 7.2 (pp. 526)

SKILLS

Students will be skilled at (Do)...

Whole Class Learning Section

1. Analyzing story elements to determine theme.
2. Determining the meaning of words that contain the suffix- less.
3. Analyzing an author's use of word choice????
4. Writing an argumentative essay using a video and a novel to support a claim.
5. Analyzing the conflict, character responses, repeated ideas, and a story's title to infer the theme.
6. Determining the meaning of words that contain the suffix-ly
7. Identifying the function of commas in sentences.
8. Writing an explanation of additional patterns found in the story???
9. Writing an explanatory essay.

Small Group Learning Section

10. Determining the meaning of words that contain the Latin prefix- extra.
11. Analyzing literature with elements of humor.
12. Revising informal grammar.
13. Identifying words that contain the Greek root- myst.
14. Analyzing sentences and passages that contribute to the author's purpose and its possible purpose.
15. Identifying examples of dependent clauses and labeling the type of clause.
16. Comparing and contrasting text and video.
17. Identifying words with etymology.
18. Analyzing the elements of biographical writing and how they contribute to the development of ideas.
19. Identifying errors in capitalization.

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.

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.

Reading	Writing	Speaking & Listening	Language
<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p>Literature</p> <p>RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text, provide and objective summary of the text.</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 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 7.10 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>Informational</p>	<p>Standards that are in bold are assessed on End of Unit Assessment</p> <p>Text Types and Purposes</p> <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> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Comprehension & Collaboration</p> <p>SL 7.1 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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</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</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> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old [,] green shirt</i>).</p> <p>b. Spell correctly.</p> <p>L7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p>

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Reading	Writing	Speaking & Listening	Language
<p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI 7.4 Determine the meaning of words, and phrases, as they are used in text, including figurative language, connotative, and technical meanings; analyze the impact of a specific word choice on a 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 the ideas.</p> <p>RI 7.6 Determine the author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>RI 7.7 Compare and Contrast a text to an audio, video or multi-media version of the text, analyzing each medium’s portrayal of the subject.</p> <p>RI.10 By the end of the year read and comprehends literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</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>W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W 7.9 Draw evidence from the literary or informational texts to support the analysis, reflection, and research.</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</p>	<p>clarify claims and findings and emphasize salient points.</p>	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L7.6 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>

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Reading	Writing	Speaking & Listening	Language
	of discipline-specific tasks, purposes, and audiences.		

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>Student performance will be evaluated in terms of his/her ability to... See Student Reading and Writing Portfolio for Writing Rubrics:</p> <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Write routinely over extended time frames • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 	<p><u>Performance Task – Writing Focus</u> Informative Essay (pp. 482- 487) How did the individuals in the selections cope with the obstacles they faced? Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> • W.7.2, W.7.2.a-e, W.7.10, L.7.1, L.7.2.a, L.7.2.b
<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Draw evidence from the literary or informational texts to support the analysis, reflection, and research. • Write routinely over extended time frames • Engage effectively in a range of collaborative conversations • Present claims and findings 	<p><u>Performance Task - Speaking and Listening Task 1:</u> Explanatory Essay in the form of a multimedia presentation (pp. 528-529) How do people overcome enormous challenges? Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> • W.7.2, W.7.4, W.7.9, W.7.10, SL.7.1, SL.7.1, SL.7.4, SL7.5, SL.7.6

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<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. • Draw evidence from the literary or informational texts to support the analysis, reflection, and research. • Write routinely over extended time frames 	<p><u>Performance-Based Assessment, Part 1:</u> Writing to Sources: explanatory essay (pp.535-537) How can people overcome adversity in the face of overwhelming obstacles? On- Demand/ Unassisted Assessment</p>	<ul style="list-style-type: none"> • W.7.2, W.7.4, W.7.5, W.7.6, W.7.9, SL.7.4, SL.7.5, SL.7.6
<ul style="list-style-type: none"> • Cite strong textual evidence to support analysis, reflections, and research. 	<p><u>Interim Unit Assessment:</u> Unit 5 Assessment (accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> • RL 7.1, 7.2, 7.3. 7.4 • RI 7.1, 7.4, 7.6 • W 7.2 • L 7.1. 7.1b, 7.2, 7.2a, 7.4, 7.4a, 7.4b

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Evaluative Criteria	Other Evidence – may also be used formatively
<ol style="list-style-type: none"> 1. Theme RL 7.2 and 7.3 2. Theme: Stated Theme and Implied Theme 3. Author’s Purpose: Word Choice and Humor 4. Author’s Purpose: Autobiographical Writing 	<p>Analyze Craft and Structure (pp 463,477,501,510)</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"> • Come 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>

