



# Southern Lehigh School District

UbD Curriculum Template

Course: **Language Arts 127/137**  
 Teacher Team: **Sterner/Cameron**

Unit: **1: Defining Our Lives**

Grades: **7**  
 Date: **October, 2015**

| Stage 1 – Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Established Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Enduring Understandings/Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?<br/> <i>Transfer of Learning</i><br/> <i>Effective Communication Skills</i><br/> <i>Adaptation and flexibility</i><br/> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a><br/>           CC.1.3.7.A 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.</li> <li>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</li> <li>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</li> <li>CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</li> <li>CC.1.3.7.E Analyze how the structure of</li> </ul> | <p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>Pieces of fiction reflect real life.</i></li> <li>2. <i>Sensory language (imagery, dialogue) is a critical part of story telling.</i></li> <li>3. <i>Beliefs and opinions must be supported with evidence.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will develop written communication skills.</i></li> <li>2. <i>Students will develop effective strategies for reading comprehension.</i></li> <li>3. <i>Students will develop effective strategies for forming an opinion from a text, using textual evidence.</i></li> <li>4. <i>Students will utilize technological resources to become digital citizens.</i></li> </ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>In what ways do life events shape your life path?</i></li> <li>2. <i>How do I uncover what the text really means?</i></li> <li>3. <i>Which reading strategies help me read actively and critically?</i></li> <li>4. <i>How do writers create argumentative pieces that effectively address the topic and purpose?</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create</p> | <p><i>Names and examples of reading strategies (Super Six)</i></p> <p><i>Characteristics of argumentative and narrative/descriptive writing</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 2: predict, interpret, cite, analyze, compare, contrast, determine, argumentative, thesis, statement, theme, topic sentence, summarize, textual evidence, main idea, conclusion, introduction, inference/infer, implicit, explicit</i></p> <p><i>Tier 3: concession, RACE, setting, point of view, narrator, characterization, protagonist, foreshadow, character traits, character development, imagery, lead/hook, citation, MLA, sensory details, vague/empty words, descriptive/narrative writing, parts of speech: noun, verb, conjunction, preposition, interjection, article, adjective, adverb, pronoun</i></p> <p><i>Jeremy Fink: notorious, intricate, vital, abrupt, futile, enigma, astute, eccentric, permeated, fluke, quest, sentimental, dire, authentic, fundamental</i></p> <p><i>Vocabulary Lists</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Literature is a process by which the author and reader seek to better understand life.</i></p> <p><i>Readers come to know characters through a character's development.</i></p> <p><i>Writing is a means of understanding a text on a deeper level.</i></p> <p><i>The characteristics of argumentative writing include: developing an opinion/claim (thesis statement), supporting the claim with details from the text (textual evidence), and considering opposing arguments (concession).</i></p> <p><i>The characteristics of narrative/descriptive writing</i></p> | <p><i>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i></p> <p><i>E07.A-K.1.1.2 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.</i></p> <p><i>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</i></p> <p><i>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i></p> <p><i>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.</i></p> <p><i>E07.A-V.4.1.1 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.</i></p> <p><i>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.</i></p> <p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i></p> <p><i>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>a. Interpret figures of speech (e.g., literary and mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations</i></p> |
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| <p>cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-</li> </ul> | <p><i>include: describing an event using sensory details (including the five senses as well as dialogue, onomatopoeia, simile, metaphor).</i></p> | <p><i>(associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p> <p><b>ARGUMENTATIVE:</b></p> <p><i>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.</i></p> <p><i>E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i></p> <p><i>E07.C.1.1.4 Establish and maintain a formal style.</i></p> <p><i>E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><b>NARRATIVE:</b></p> <p><i>E07.C.1.3.1 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 to support the writer’s purpose.</i></p> <p><i>E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p> <p><i>E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</i></p> <p><i>E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.</i></p> <p><i>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.</i></p> <p><i>E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments</i></p> |
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| <p>specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.7.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Use sentences of varying lengths and</li> </ul> |  | <p><i>and run-on sentences.</i></p> <p><i>E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</i></p> <p><i>E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</i></p> <p><i>E07.D.1.2.2 Spell correctly.</i></p> <p><i>E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.</i></p> <p><i>E07.D.1.2.4 Use punctuation to separate items in a series.</i></p> <p><i>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>E07.D.2.1.3 Maintain consistency in style and tone.</i></p> <p><i>E07.D.2.1.4 Choose punctuation for effect.☐</i></p> <p><i>E07.D.2.1.5 Choose words and phrases for effect.</i></p> <p><b>ARGUMENTATIVE:</b></p> <p><i>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Opinions, ideas, and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideasm and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</i></p> <p><i>E07.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> |
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complexities.

- Use precise language.
- Develop and maintain a consistent voice.

CC.1.4.7.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.7.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC.1.4.7.U 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.

CC.1.4.7.X 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.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

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| <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> |  |  |
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| Stage 2 – Evidence                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <a href="#">NETS for Students</a>                                                                                                                                                                                                                                                                                               | <b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation</i></p> | <p><i>Examples include but are not limited to:<br/>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Written communication skills: completing warm ups, writing chapter summaries, using post it notes to mark areas in the text that provide textual evidence to use in the essay, writing double entry journals, identifying parts of speech, recognizing types of sentences, understanding and then using (in their writing) comma rules including compound sentence, listing, adjectives of equal rank, distinguishing between first vs. third person.</i></p> <p><i>Effective strategies for reading comprehension (the Super Six: questioning, monitoring, predicting, summarizing, visualizing, connecting): completing warm ups, writing chapter summaries, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence to use in the essay, participating in class discussions.</i></p> <p><i>Effective strategies for forming an opinion from a text, using textual evidence: completing warm ups, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence to use in the essay, participating in class discussions.</i></p> <p><i>Actively participate in a blended learning environment: collaborative discussions, participating in an online classroom, using online programs to demonstrate learning and growth.</i></p> <hr/> <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>Summer Reading prompt, argumentative essay, novel test, descriptive/narrative piece, life map, vocabulary tests</i></p> <p><i>IR from list: Book Talk (On-level); IR from list 1: Book Critique (Honors)</i></p> |

| Stage 3 – Learning Plan                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| NETS for Students                                                                                                                                                                                                                                                                                                                             | Learning Activities                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring/Formative Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking</i><br/><i>Communication and Collaboration</i><br/><i>Creative and Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> <ol style="list-style-type: none"> <li>1. Class discussions will reveal understanding of characters, setting, plot, and conflict (students who participate).</li> <li>2. Entrance/Exit tickets/comprehension quizzes will reveal a student's ability to pair opinions with textual evidence (all students).</li> <li>3. Rough drafts will reveal student understanding of argumentative/narrative writing (all students).</li> </ol> </li> <li>• <b>What are potential rough spots and student misunderstandings?</b> <ol style="list-style-type: none"> <li>1. Students who lack motivation to read independently</li> <li>2. Students who lack inferencing skills</li> <li>3. Developing a thesis statement and citing evidence are new skills for these students</li> </ol> </li> <li>• <b>How will students get the feedback they need?</b><br/>The teacher will be evaluating student knowledge in both written and verbal ways.</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                               | <p><b>List planned activities</b><br/><i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Summer Reading Baseline Writing prompt completed.<br/>Read: Jeremy Fink and the Meaning of Life by Wendy Mass. Chart paper activity/anticipation guide (Essential Questions: 1. What</p>              | <p><b>List resources required</b><br/><i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Novel: Jeremy Fink and The Meaning of Life by Wendy Mass</li> <li>2. Supplies: sticky notes, markers, chart paper, life</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|  | <p>is the meaning of life? 2. Why are we here on Earth?), character descriptions/development, chapter summaries, Reading Apprenticeship practice: "post it reading" and Double Entry Journals. Start string of moments (brainstorm for narrative). Final exit ticket: Define your meaning of life. Argumentative writing: Who influences Jeremy the most? Grammar: parts of speech/sentence, comma rules 1, 2, and 5. Narrative: word choice, comma rule 3 and 4. Once a month, students will visit the library and read an independent reading novel; students will also complete a book talk, book critique, or book project for each marking period.</p> | <p>map paper, etc.<br/>3. Technology: laptops, projector<br/>4. Online learning platforms: Google Classroom, Kahoot, Socrative, Study Island<br/>4. Handouts<br/>5. Library time</p> |  |
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# Southern Lehigh School District

UbD Curriculum Template

Course: **Language Arts 127/137**  
Teacher Team: **Sterner/Cameron**

Unit: **2: Pieces of Our World**

Grades: **7**  
Date: **October, 2015**

| <b>Stage 1 – Desired Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Established Goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Enduring Understandings/Transfer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?<br/><i>Transfer of Learning</i><br/><i>Effective Communication Skills</i><br/><i>Adaptation and flexibility</i><br/><i>Global Awareness</i><br/><i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a><br/>CC.1.3.7.A 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.</li> <li>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</li> <li>CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</li> <li>CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</li> <li>CC.1.3.7.F Determine the meaning of</li> </ul> | <p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>Writing is a way to express emotions.</i></li> <li>2. <i>Poetry is a way to communicate personal and global concerns.</i></li> <li>3. <i>Poetry contains universal truths and themes.</i></li> <li>4. <i>Different genres of reading require different reading strategies.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will develop written communication skills.</i></li> <li>2. <i>Students will develop effective strategies for reading comprehension.</i></li> <li>3. <i>Students will develop effective strategies to compare more than one text using textual evidence.</i></li> <li>4. <i>Students will utilize technological resources to become digital citizens.</i></li> </ol> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>How do I uncover what the text really means?</i></li> <li>2. <i>Which reading strategies help me read actively and critically?</i></li> <li>3. <i>How do poets use language and poetic devices to make their works meaningful and interesting?</i></li> <li>4. <i>How can I use my knowledge and opinions of my world to create meaningful, powerful poems?</i></li> <li>5. <i>How do writers create argumentative pieces that effectively address the topic and purpose?</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| <p>words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-</li> </ul> | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?<br/><i>Characteristics of poetry</i><br/><i>Types of poetry</i></p> <p>7. What vocabulary should students know and be able to recall?<br/><i>Tier 2: interpret, cite, analyze, compare, contrast, determine, argumentative, thesis statement, topic sentence, summarize, textual evidence, main idea, conclusion, introduction, infer/inference</i><br/><br/><i>Tier 3: Stanza, rhyme scheme, repetition, free verse, tone, denotation, connotation, alliteration, personification, simile, metaphor, analogy, allusion, slam poetry, concrete poem, implicit, explicit</i><br/><i>Vocabulary Lists</i></p> <p>8. What basic concepts should students know and be able to recall and apply?<br/><i>Poetry is a genre of writing that utilizes figurative language.</i><br/><i>Poetry is a means to express emotion in a concise, lyrical way.</i><br/><i>Writing is a means of developing an understanding of abstract ideas.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?<br/><i>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i><br/><i>E07.A-K.1.1.2 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.</i><br/><i>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</i><br/><i>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i><br/><i>E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</i><br/><i>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.</i><br/><i>E07.A-V.4.1.1 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.</i><br/><i>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.</i><br/><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i><br/><i>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and</i></p> |  |

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| <p>specific vocabulary to inform about or explain the topic.</p> <ul style="list-style-type: none"> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.T 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>CC. 1.4.7. U 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>CC.1.4.7.X 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>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of</p> |  | <p><i>nuances in word meanings.</i></p> <p><i>a. Interpret figures of speech (e.g., literary and mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p> <p><i>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.</i></p> <p><i>E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i></p> <p><i>E07.C.1.1.4 Establish and maintain a formal style.</i></p> <p><i>E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><i>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>ARGUMENTATIVE (Analytical Paragraphs, Song Comparison):</i></p> <p><i>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. opinions, ideas, and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the</i></p> |
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| <p>the conventions of standard English when speaking based on grade 7 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> |  | <p><i>topic and/or convey the experience and events.</i><br/> <i>E07.E.1.1.5 Establish and maintain a formal style.</i><br/> <i>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> |
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| Stage 2 – Evidence                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <a href="#">NETS for Students</a>                                                                                                                                                                                                                                                                                                               | PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking</i><br/> <i>Communication and Collaboration</i><br/> <i>Creative and Innovation</i></p> | <p><i>Examples include but are not limited to:</i><br/> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):<br/> <i>Written communication skills: warm ups, talking to the text, double entry journals, original poetry.</i><br/> <i>Effective strategies for reading comprehension: warm ups, talking to the text, double entry journals, class discussions.</i><br/> <i>Effective strategies for forming an opinion from a text, using textual evidence: warm ups, analytical paragraph, song comparison, class discussions.</i><br/> <i>Actively participate in a blended learning environment: collaborative discussions, participating in an online classroom, using online programs to demonstrate learning and growth.</i></p> <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:<br/> <i>Song comparison, original poems, Poetry Share (presentation), figurative language/poetic devices quiz, vocabulary tests; IR from list: Book Talk (On-level), IR from list or library: Book Talk or Book Critique (Honors)</i></p> |

| Stage 3 – Learning Plan                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                      |
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| <a href="#">NETS for Students</a>                                                                                                                                                                     | Learning Activities                                                                                                                                                                                                                                                                                         | Progress Monitoring/Formative Assessment                                                                                                                                                                                                                                                                             |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly</b></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b><br/> 1. Warm-up activities, talking with the text, and class discussions will reveal understanding of poem/song (students who participate).</li> </ul> |

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| <p><b>global and digital world.</b></p> <p><i>Critical Thinking</i><br/> <i>Communication and Collaboration</i><br/> <i>Creative and Innovation</i></p> | <ul style="list-style-type: none"> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>2. Rough drafts of poems will reveal student understanding of characteristics of poetry and use of poetic devices (all students).</p> <ul style="list-style-type: none"> <li>• <b>What are potential rough spots and student misunderstandings?</b> <ol style="list-style-type: none"> <li>1. Figurative language and abstract concepts are difficult for some students to grasp.</li> <li>2. Some students lack inferencing skills making implicit details difficult to comprehend.</li> <li>3. Selecting the best textual evidence (because this is a shorter text) is a challenge.</li> </ol> </li> <li>• <b>How will students get the feedback they need?</b><br/> The teacher will be evaluating student knowledge in both written and verbal ways.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                         | <p><b>List planned activities</b><br/> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Anticipation guide, listening to songs, introducing the different/alternative types of poetry, read aloud (Inside Out and Back Again by Thanhha Lai (Honors) and The Crossover by Kwame Alexander(On-level)), two-voice poems (paired with globally-minded poems like Words like Freedom by Langston Hughes), pretend poems, narrative poems, I am From poems, Found poems, concrete poems (Blue Lipstick and Technically, It's Not my Fault by John Grandits), rhyming poems.<br/> Grammar: fragments, run-</p> | <p><b>List resources required</b><br/> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Texts: song lyrics, Inside Out and Back Again by Thanhha Lai, The Crossover by Kwame Alexander, Blue Lipstick and Technically, It's Not My Fault by John Grandits</li> <li>2. Supplies: whiteboard, pencils, markers, etc.</li> <li>3. Technology: laptops, projector</li> <li>4. Online learning platforms: Google Classroom, Kahoot, Socrative, Study Island</li> <li>5. Handouts</li> <li>6. Library time</li> </ol>                     | <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Anticipation guide, warm-up activities, class discussion</p> |

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|  | <p>ons, and comma rule 6 (essential/non-essential information), Comma Poster competition.</p> <p>Once a month, students will visit the library and read an independent reading novel; students will also complete a book talk, book critique, or book project for each marking period.</p> |  |  |
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# Southern Lehigh School District

UbD Curriculum Template

Course: **Language Arts 127/137**  
Teacher Team: **Sterner/Cameron**

Unit: **3 Drama**

Grade: **7**  
Date: **October, 2015**

| Stage 1 – Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Established Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Enduring Understandings/Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?<br/><i>Transfer of Learning</i><br/><i>Global Awareness</i><br/><i>Effective Communication Skills</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.3.7.A 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.</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p>CC.1.3.7.E Analyze how the structure of</p> | <p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>Pieces of fiction reflect real life.</i></li> <li>2. <i>Sensory language (imagery, dialogue) is a critical part of story telling/drama.</i></li> <li>3. <i>A drama's structure and text features enhance a reader's understanding of the text.</i></li> <li>4. <i>Varying beliefs and values within our society cause conflict in our world.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will develop written communication skills.</i></li> <li>2. <i>Students will develop effective strategies for reading comprehension.</i></li> <li>3. <i>Students will develop effective strategies for forming an opinion from a text, using textual evidence.</i></li> <li>4. <i>Students will gain familiarity with the characteristics that qualify a text as a drama.</i></li> <li>5. <i>Students will utilize technological resources to become digital citizens.</i></li> </ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>How do I uncover what the text really means?</i></li> <li>2. <i>How does the structure of the drama contribute to my understanding of the text, explicitly and implicitly?</i></li> <li>3. <i>Which reading strategies help me read actively and critically?</i></li> <li>4. <i>How can differing points of view/opinions affect relationships between and within communities?</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia 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>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as</p>                                                                                                           | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?<br/><i>Names and examples of reading strategies (Super Six)</i><br/><i>Characteristics of a drama</i></p> <p>7. What vocabulary should students know and be able to recall?<br/><i>Tier 2: predict, interpret, cite, analyze, compare, contrast, determine, argumentative, thesis statement, topic sentence, summarize, textual evidence, main idea, introduction, conclusion, conflict, explain/elaborate, implicit, explicit</i><br/><i>Tier 3: text-dependent analysis (TDA), IRACE (introduction/hook, restate the question, answer the question, cite evidence, setting, point of view, narrator, characterization, foreshadow, character traits, imagery, lead/hook, citation, MLA, theme, sensory details, vague/empty words, stage directions</i><br/><i>The Monsters are Due on Maple Street: assent, scapegoat, indistinct, metamorphosis, apprehensive, sentry-like, conquest, converging, idiosyncrasy, incisive</i><br/><i>Vocabulary Lists</i></p> <p>8. What basic concepts should students know and be able to recall and apply?<br/><i>Literature is a process by which the author and reader seek to better understand life.</i><br/><i>Readers come to know characters through their words and actions.</i><br/><i>Writing is a means of understanding a text on a deeper level.</i><br/><i>The characteristics of a drama: text features like italicized stage directions, story elements (plot, setting, characterization, rising action, climax,</i></p> | <p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?<br/><i>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i><br/><i>E07.A-K.1.1.2 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.</i><br/><i>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</i><br/><i>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i><br/><i>E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</i><br/><i>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.</i><br/><i>E07.A-V.4.1.1 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.</i><br/><i>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.</i><br/><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i><br/><i>E07.A-V.4.1.2 Demonstrate understanding of</i></p> |  |



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| <p>definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7 E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>CC.1.4.7 O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.</p> | <p><i>falling action), dialogue, theme.</i></p> <p><i>Understanding of a text-dependent analysis (TDA)</i></p> <p><i>question: a task that requires students to draw evidence from the text, in order to support a claim.</i></p> | <p><i>figurative language, word relationships, and nuances in word meanings.</i></p> <ol style="list-style-type: none"> <li><i>Interpret figures of speech (e.g., literary and mythological allusions) in context.</i></li> <li><i>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></li> <li><i>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></li> </ol> <p><i>SCRIPT:</i></p> <p><i>E07.C.1.3.1 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 to support the writer’s purpose.</i></p> <p><i>E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</i></p> <p><i>E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.</i></p> <p><i>E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</i></p> <p><i>E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.</i></p> <p><i>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.</i></p> <p><i>E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).</i></p> <p><i>E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).</i></p> |
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| <p>CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> </ul> <p>CC.1.4.7.R<br/>Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.7.S<br/>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.7.T 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>CC. 1.4.7.U 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>CC.1.4.7.V 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>CC.1.4.7.W Gather relevant information from multiple print and digital sources,</p> |  | <p><i>E07.D.1.2.2 Spell correctly.</i></p> <p><i>E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.</i></p> <p><i>E07.D.1.2.4 Use punctuation to separate items in a series.</i></p> <p><i>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>E07.D.2.1.3 Maintain consistency in style and tone.</i></p> <p><i>E07.D.2.1.4 Choose punctuation for effect.☐</i></p> <p><i>E07.D.2.1.5 Choose words and phrases for effect.</i></p> <p><b>TEXT-DEPENDENT ANALYSIS:</b></p> <p><i>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Opinions, ideas, and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</i></p> <p><i>E07.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> |
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| <p>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>CC.1.4.7.X 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>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> |  |  |
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| Stage 2 – Evidence                                                                                                                  |                                                                                                                                                                                                                                           |
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| <a href="#">NETS for Students</a>                                                                                                   | <b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>                                                                                                                                                          |
| <b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to</b> | <p><i>Examples include but are not limited to:</i></p> <p><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> |

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| <p><b>learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation</i></p> | <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Written communication skills: respond to a TDA, compare and contrast the written drama to the film version, write a script for the news/radio/social media broadcast (SAMR: facilitated with technology).</i></p> <p><i>Effective strategies for reading comprehension (the Super Six: questioning, monitoring, predicting, summarizing, visualizing, connecting): conduct research to build context, complete a first and second read of the drama, participate in class discussions.</i></p> <p><i>Effective strategies for forming an opinion from a text, using textual evidence: apply Reading Apprenticeship strategies like talking with the text.</i></p> <p><i>Characteristics of drama: discuss how the historical context/setting influences the plot and outcome of the drama, discuss how text features add deeper understanding of the text.</i></p> <p><i>Actively participate in a blended learning environment: collaborative discussions, participating in an online classroom, using online programs to demonstrate learning and growth.</i></p> |
|                                                                                                                                                                                                    | <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <p><i>Comprehension quiz, TDA, compare/contrast assessment using the written and film version of the drama, news/radio/social media broadcast, Vocabulary tests</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Stage 3 – Learning Plan                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| NETS for Students                                                                                                                                                                                                                                                                                                                                         | Learning Activities                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring/Formative Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation<br/>Technology Operations</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> <ol style="list-style-type: none"> <li>1. Class discussions will reveal understanding of characters, setting, plot, and conflict (students who participate).</li> <li>2. Entrance tickets, talking with the text, and the comprehension quiz will reveal a student's understanding of the text (all students).</li> </ol> </li> <li>• <b>What are potential rough spots and student misunderstandings?</b> <ol style="list-style-type: none"> <li>1. Students who lack motivation to read independently</li> <li>2. Students who lack inferencing skills</li> </ol> </li> </ul> |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>3. Developing writing strategies to answer a TDA (a new type of question for students)</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b><br/>The teacher will be evaluating student knowledge in both written and verbal ways.</li> </ul>                                                                                             |
|  | <p><b>List planned activities</b><br/><i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Research: Activate prior knowledge and build context through research. Groups of students will research (through texts, videos, pictures) these topics: the Cold War, the Space Race, McCarthyism/Red Scare, Area 51. Share out to group (Top ten things you need to know about...); students record five of the ten details on handout.</p> <p>Read: The Monsters are Due on Maple Street by Rod Serling (first read independently). Entrance Ticket: Who won the battle on Maple Street? Explain why they are the winners. Read a second time as a class, with students assigned designated roles. Discuss. Take a comprehension quiz, and answer a TDA.</p> <p>View: Watch 1960 film version of the drama.</p> | <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Research, SRI, class discussions</p> |

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|  | <p>Compare/contrast the written version to the film.<br/>SAMR Extension: create a news/radio/social media broadcast of the aftermath.</p> |  |  |
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# Southern Lehigh School District

UbD Curriculum Template

Course: **Language Arts 127/137**  
Teacher Team: **Sterner/Cameron**

Unit: **4: Short Stories: Interpretive Literature**

Grades: **7**  
Date: **October, 2015**

## Stage 1 – Desired Results

| Established Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Enduring Understandings/Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?<br/><i>Transfer of Learning</i><br/><i>Effective Communication Skills</i><br/><i>Adaptation and flexibility</i><br/><i>Career Planning and Life-Long Learning</i><br/><i>Problem-solving</i><br/><i>Global Awareness</i></p> <p>2. What content standards will this unit address?</p> <p>Please access the appropriate standards and copy/paste in the gray region</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a></li> </ul> <p>CC.1.3.7.A 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.</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters</p> | <p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>Pieces of fiction reflect real life.</i></li> <li>2. <i>Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.</i></li> <li>3. <i>Effective readers use specific strategies to understand what the text is really saying.</i></li> <li>4. <i>Effective writers support claims with clear reasons and relevant evidence.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will think critically.</i></li> <li>2. <i>Students will develop written communication skills.</i></li> <li>3. <i>Students will develop effective strategies for reading comprehension.</i></li> <li>4. <i>Students will develop effective strategies for forming an opinion from a text, using textual evidence.</i></li> <li>5. <i>Students will utilize technological resources to become digital citizens.</i></li> </ol> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Essential Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>How does interaction with a text provoke thinking and response?</i></li> <li>2. <i>How do I uncover what the text really means?</i></li> <li>3. <i>Which reading strategies help me read actively and critically?</i></li> <li>4. <i>How do writers create argumentative pieces that effectively address the topic and purpose?</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <p>or plot.</p> <p>CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.</p> <p>CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and</p>    | <b>Acquisition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?<br/> <i>Understanding of Shared Inquiry and building comfort in the process.</i><br/> <i>Elements of short stories (plot, setting, characters, conflict, theme).</i><br/> <i>Elements of argumentative writing: thesis, claims, evidence, introduction, conclusion</i></p> <p>7. What vocabulary should students know and be able to recall?<br/> <i>Tier 2: predict, interpret, cite, analyze, compare, contrast, determine, argumentative, thesis statement, theme, topic sentence, summarize, textual evidence, main idea, conclusion, conflict introduction, inference/infer, implicit, explicit</i><br/> <i>Tier 3: concession, RACE, plot, dialogue, climax, irony, imagery, simile, metaphor, figurative, connotation, setting, point of view, narrator, characterization, protagonist, foreshadow, character traits, character development, imagery, lead/hook, citation, MLA, sensory details, vague/empty words, audience, purpose, task, suspense, humor, myth, legend</i><br/> <i>Vocabulary from short stories (will vary based on stories selected)</i><br/> <i>Vocabulary lists</i></p> <p>8. What basic concepts should students know and be able to recall and apply?<br/> <i>Writers defend opinions/arguments using evidence from the text.</i><br/> <i>Literature is interpretive.</i></p> | <p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate?<br/> <i>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i><br/> <i>E07.A-K.1.1.2 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.</i><br/> <i>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</i><br/> <i>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i><br/> <i>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; 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.</i><br/> <i>E07.A-V.4.1.1 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.</i><br/> <i>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.</i><br/> <i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i><br/> <i>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i><br/> <i>a. Interpret figures of speech (e.g., literary and</i></p> |  |



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| <p>reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Use precise language.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.L<br/>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.7.S<br/>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.7.T 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>CC.1.4.7.U 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>CC.1.4.7.X Write routinely over extended time frames (time for research,</p> |  | <p><i>mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p> <p><b>ARGUMENTATIVE:</b></p> <p><i>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.</i></p> <p><i>E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i></p> <p><i>E07.C.1.1.4 Establish and maintain a formal style.</i></p> <p><i>E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><i>E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.</i></p> <p><i>E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>E07.D.1.1.8 Correctly use frequently confused words (e.g., to, too, two; there, their, they’re).</i></p> <p><i>E07.D.1.2.1 Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</i></p> <p><i>E07.D.1.2.2 Spell correctly.</i></p> <p><i>E07.D.1.2.3 Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.</i></p> <p><i>E07.D.1.2.4 Use punctuation to separate items in a series.</i></p> |
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| <p>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>CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.7.D 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>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> |  | <p><i>E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>E07.D.2.1.3 Maintain consistency in style and tone.</i></p> <p><i>E07.D.2.1.4 Choose punctuation for effect.☐</i></p> <p><i>E07.D.2.1.5 Choose words and phrases for effect.</i></p> <p><i>E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. opinions, ideas, and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideasm and inferences and demonstrating an understanding of the text(s).</i></p> <p><i>E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</i></p> <p><i>E07.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> |
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| Stage 2 – Evidence                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b><a href="#">NETS for Students</a></b></p> <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> | <p><b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b></p> <p><i>Examples include but are not limited to:</i><br/> <i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):<br/> <i>Critical thinking: completing warm ups, participating in shared inquiry discussions, utilizing a graphic organizer/directed note taking to aid in comprehension, analyzing elements of fiction across multiple texts.</i></p> |

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| <p>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation</p> | <p><i>Written communication skills: completing warm ups, using post it notes to mark areas in the text that provide textual evidence, utilizing a graphic organizer/directed note taking to aid in comprehension, writing double entry journals, writing proof/response paragraphs. Respond to a TDA.</i></p> <p><i>Effective strategies for reading comprehension (the Super Six: questioning, monitoring, predicting, summarizing, visualizing, connecting): completing warm ups, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence, participating in shared inquiry discussions, utilizing a graphic organizer/directed note taking to aid in comprehension, analyzing elements of fiction across multiple texts.</i></p> <p><i>Effective strategies for forming an opinion from a text, using textual evidence: completing warm ups, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence, participating in shared inquiry discussions, utilizing a graphic organizer/directed note taking to aid in comprehension, analyzing elements of fiction across multiple texts.</i></p> <p><i>Actively participate in a blended learning environment: collaborative discussions, participating in an online classroom, using online programs to demonstrate learning and growth.</i></p> |
|                                                                                          | <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:<br/><i>Proof/response paragraphs, participation chart, shared inquiry session cards (various), Vocabulary tests</i><br/><i>IR from library or list: Book Critique or Book Talk (On-level); IR (all students read <i>The Outsiders</i>) : Editorial (Honors)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Stage 3 – Learning Plan                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| NETS for Students                                                                                                                                                                                                                                                                                                               | Learning Activities                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring/Formative Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> <ol style="list-style-type: none"> <li>1. Class discussions will reveal prior knowledge and understanding of characters, setting, plot, and conflict (students who participate).</li> <li>2. Journals will reveal student's ability to use textual evidence to write critically (all students).</li> <li>3. Proof/response paragraphs will reveal student understanding of argumentative writing (all students).</li> </ol> </li> <li>• <b>What are potential rough spots and student misunderstandings?</b> <ol style="list-style-type: none"> <li>1. Students who lack motivation to read independently</li> </ol> </li> </ul> |

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|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>2. Students who lack inferencing skills</p> <p>3. Students selecting relevant quotes to use in their argument</p> <p>4. Student reluctance to participate in discussions</p> <p>5. Students relying on text to self connections instead of analyzing the text</p> <ul style="list-style-type: none"> <li>• <b>How will students get the feedback they need?</b><br/>The teacher will be evaluating student knowledge in both written and verbal ways.</li> </ul>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|  | <p><b>List planned activities</b><br/><i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Guided reading,<br/>Shared Inquiry discussions,<br/>Read: Various Great Books short stories, Reading Apprenticeship practice: "post it reading" and Double Entry Journals. Grammar: semi-colon and colon. Once a month, students will visit the library and read an independent reading novel; students will also complete a book talk, book critique, or book project for each marking period.</p> | <p><b>List resources required</b><br/><i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p> <ol style="list-style-type: none"> <li>1. Great Books</li> <li>2. Supplies: sticky notes, markers, chart paper, notebooks, etc.</li> <li>3. Technology: laptops, projector</li> <li>4. Online learning platforms: Google Classroom, Kahoot, Socrative</li> <li>5. Handouts</li> <li>6. Library time</li> </ol> | <p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>journals<br/>shared inquiry discussions<br/>anticipation guide<br/>SRI</p> |



# Southern Lehigh School District

UbD Curriculum Template

Course: **Language Arts 127/137**  
 Teacher Team: **Sterner/Cameron**

Unit: **5: Overcoming Adversity**

Grades: **7**  
 Date: **October, 2015**

| Stage 1 – Desired Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |                                                |                                                   |                                                      |
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| Established Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Enduring Understandings/Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |                                                |                                                   |                                                      |
| <p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?<br/> <i>Transfer of Learning</i><br/> <i>Effective Communication Skills</i><br/> <i>Adaptation and flexibility</i><br/> <i>Career Planning and Life-Long Learning</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <a href="#">ELA PA Core State Standards</a><br/>           CC.1.3.7.A 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.<br/>           CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.<br/>           CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.<br/>           CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.<br/>           CC.1.3.7.E Analyze how the structure of</li> </ul> | <p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <b>TRANSFERABLE</b> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> <li>1. <i>Adolescents are capable of overcoming adversity.</i></li> <li>2. <i>Art (including literature) imitates life.</i></li> <li>3. <i>All people are not treated equally.</i></li> <li>4. <i>Beliefs and opinions must be supported with evidence.</i></li> </ol> <p>4. What do you want students to do with this knowledge or skill beyond this course? <a href="#">What is Transfer?</a></p> <ol style="list-style-type: none"> <li>1. <i>Students will develop written communication skills.</i></li> <li>2. <i>Students will develop effective strategies for reading comprehension.</i></li> <li>3. <i>Students will develop effective strategies for forming an opinion about a text, using textual evidence.</i></li> <li>4. <i>Students will utilize technological resources to become digital citizens.</i></li> </ol> |                       |                                                |                                                   |                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Essential Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                |                                                   |                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <ol style="list-style-type: none"> <li>1. <i>How do I uncover what the text really means?</i></li> <li>2. <i>How does one recognize and solve conflict?</i></li> <li>3. <i>What factors help us find stability in a complex, conflict-filled world?</i></li> <li>4. <i>How do writers create argumentative pieces that effectively address the topic and purpose?</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |                                                |                                                   |                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Acquisition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |                                                |                                                   |                                                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Students will know...</th> <th style="text-align: left;">Students will be skilled at... (be able to do)</th> </tr> <tr> <td style="vertical-align: top;">6. What facts should students know and be able to</td> <td style="vertical-align: top;">9. What discrete skill and processes should students</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students will know... | Students will be skilled at... (be able to do) | 6. What facts should students know and be able to | 9. What discrete skill and processes should students |
| Students will know...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students will be skilled at... (be able to do)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |                                                |                                                   |                                                      |
| 6. What facts should students know and be able to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9. What discrete skill and processes should students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |                                                |                                                   |                                                      |

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| <p>a text contributes to the development of theme, setting, and plot.</p> <p>CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p>CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.7.J 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> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.☐</p> <p>CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification,</p> | <p>use to gain further knowledge?<br/> <i>Characteristics of argumentative writing</i><br/> <i>Role of setting in a novel (historical context)</i></p> <p>7. What vocabulary should students know and be able to recall?<br/> <i>Tier 2: predict, interpret, cite, analyze, compare, contrast, determine, argumentative, thesis statement, topic sentence, summarize, textual evidence, main idea, conclusion, introduction, inference, infer</i></p> <p><i>Tier 3: concession, RACE, setting, point of view, narrator, characterization, protagonist, foreshadow, character traits, character development, imagery, lead/hook, citation, MLA, theme, sensory details, vague/empty words</i><br/> <i>The Outsiders: madras, cowlick, unfathomable, hastily, incredulous, gallant, aloof, elite, apprehensive, contemptuously, reluctantly, elude, keeled, mimick, aghast, faltered, grimaced, stupor, bewildered, composition, other slang terms</i><br/> <i>Okay for Now: austerity, ditto, crux, impatiens, abridgement, hoodlum, soliloquized, servitude, distraught, lathe, spaded, acquainted, stoop, quota, crucifix</i><br/> <i>Vocabulary lists</i></p> <p>8. What basic concepts should students know and be able to recall and apply?<br/> <i>Literature is a process by which the author and reader seek to better understand life.</i><br/> <i>Readers come to know characters through a character's development.</i><br/> <i>Writing is a means of understanding a text on a deeper level.</i><br/> <i>Life is not fair, and all people are not treated equally.</i><br/> <i>The characteristics of argumentative writing include: developing an opinion/claim (thesis statement), supporting the claim with details from</i></p> | <p>be able to demonstrate?</p> <p><b>ARGUMENTATIVE:</b><br/> <i>E07.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.</i><br/> <i>E07.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i><br/> <i>E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i><br/> <i>E07.C.1.1.4 Establish and maintain a formal style.☐</i><br/> <i>E07.C.1.1.5. Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><b>ARGUMENTATIVE:</b><br/> <i>E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i><br/> <i>E07.A-K.1.1.2 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.</i><br/> <i>E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</i><br/> <i>E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</i><br/> <i>E07.A-C.2.1.2 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</i><br/> <i>E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a</i></p> |
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| <p>comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities.</li> <li>• Develop and maintain a consistent voice.</li> <li>• Establish and maintain a formal style.</li> </ul> <p>CC.1.4.7.G Write arguments to support claims.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.7.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul> | <p><i>the text (textual evidence), and considering opposing arguments (concession)</i></p> | <p><i>poem or section of a story or drama.</i></p> <p><i>E07.A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</i></p> <p><i>E07.A-V.4.1.1 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.</i></p> <p><i>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.</i></p> <p><i>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</i></p> <p><i>E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>a. Interpret figures of speech (e.g., literary and mythological allusions) in context.</i></p> <p><i>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</i></p> <p><i>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</i></p> |
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- Use sentences of varying lengths and complexities.
- Use precise language.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

CC.1.4.7.L

Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.7.S

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.7.T 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.

CC. 1.4.7.U 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.

CC.1.4.7.X 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.

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.



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| <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.<br/>CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul> |  |  |
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| Stage 2 – Evidence                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <a href="#">NETS for Students</a>                                                                                                                                                                                                                                                                                                             | <b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking</i><br/><i>Communication and Collaboration</i><br/><i>Creative and Innovation</i></p> | <p><i>Examples include but are not limited to:</i><br/><i>Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i></p> <p>List the task(s), then explain how the student will demonstrate the transfer of knowledge or skill involved in the task(s) (reference Stage 1, Item #4):</p> <p><i>Written communication skills: completing warm ups, writing chapter summaries, using post it notes to mark areas in the text that provide textual evidence to use in the essay, writing double entry journals.</i><br/><i>Effective strategies for reading comprehension (the Super Six: questioning, monitoring, predicting, summarizing, visualizing, connecting): completing warm ups, writing chapter summaries, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence to use in the essay, participating in class discussions.</i><br/><i>Effective strategies for forming an opinion from a text, using textual evidence: completing warm ups, completing entrance/exit tickets, using post it notes to mark areas in the text that provide textual evidence to use in the essay, participating in class discussions.</i><br/><i>Actively participate in a blended learning environment: collaborative discussions, participating in an online classroom, using online programs to demonstrate learning and growth.</i></p> |

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|  | <b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>                                                    |
|  | <i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i>               |
|  | List the assessments:<br><i>Argumentative essay or Editorial, novel test, vocabulary tests, No IR assignment</i> |

| Stage 3 – Learning Plan                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <u>NETS for Students</u>                                                                                                                                                                                                                                                                                                        | Learning Activities                                                                                                                                                                                                                                                                                                                                                                      | Progress Monitoring/Formative Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Critical Thinking<br/>Communication and Collaboration<br/>Creative and Innovation</i></p> | <p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul> | <ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> <ol style="list-style-type: none"> <li>1. Class discussions will reveal understanding of characters, setting, plot, and conflict (students who participate).</li> <li>2. Entrance/Exit tickets/comprehension quizzes will reveal a student's ability to pair opinions with textual evidence (all students).</li> <li>3. Rough drafts will reveal student understanding of argumentative writing (all students).</li> </ol> </li> <li>• <b>What are potential rough spots and student misunderstandings?</b> <ol style="list-style-type: none"> <li>1. Students who lack motivation to read independently</li> <li>2. Students who lack inferencing skills</li> <li>3. Developing a thesis statement and citing evidence is a relatively new skill for students .</li> </ol> </li> <li>• <b>How will students get the feedback they need?</b><br/>The teacher will be evaluating student knowledge in both written and verbal ways.</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                 | <p><b>List planned activities</b><br/><i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p>                                                                                                                                                                                                          | <p><b>List resources required</b><br/><i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-fiction text, lab equipment, maps, translator, calculators)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|  | <p>Read (on-level): <i>Outsiders</i> by S.E. Hinton, introduction to setting (1960's), survey on cliques and how they affect our decisions, status, and state of being. Family tree assignment to help students keep track of characters. Reading Apprenticeship Practice: "Post-it note reading" and Double Entry Journals. Argumentative writing: How does the physical setting affect the plot? OR Contrast the Curtis brothers. Describe their development throughout the novel. OR Who is the hero in the novel? Defend your choice.</p> <p>Read (honors): <i>Okay for Now</i> by Gary D. Schmidt, introduction to John James Audubon, examine and tell the story behind selected paintings as a pre-reading activity, discussion about the Vietnam War/late 1960s. Reading Apprenticeship: "Post-it note reading" and Double Entry Journals. Argumentative writing: Describe how Audubon's birds parallel Doug's life. OR Which character influences Doug the most in the novel? OR Defend which character develops the most in the novel.</p> | <ol style="list-style-type: none"> <li>1. Novels: <i>The Outsiders</i> by S.E. Hinton, <i>Okay for Now</i> by Gary D. Schmidt.</li> <li>2. Supplies: sticky notes</li> <li>3. Technology: laptops, projector</li> <li>4. Online learning platforms: Google Classroom, Kahoot, Socrative, Study Island</li> <li>5. Film version of <i>The Outsiders</i></li> <li>6. Handouts</li> </ol> | <p>Anticipation guide; SRI; class discussion</p> |
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