



Southern Lehigh School District

UbD Curriculum Template

Course: **Academic Literacy**
Teacher Team: **Kimberly Halloran & Kristen Heydt**

Unit: **1-Intro to Academic Literacy**

Grades: **7**
Date: **August 2015**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Problem-solving</i> <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"> • ELA PA Core State Standards CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.1.2.7.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. CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. CC.1.2.7.E Analyze the structure of the 	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Nonfiction is accessible to everyone.</i> 2. <i>Reading critically and actively is achieved by employing strategies such as: questioning, monitoring, visualizing, connecting, predicting and summarizing (referred to as the "Super 6") to evaluate understanding when necessary.</i> 3. <i>Written communication and proper grammar mechanics promote fluency of communication.</i> 4. <i>Identifying key text to: quote, cite, and analyze is pivotal to comprehending its meaning.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> * <i>Students will develop effective oral and written communication skills.</i> * <i>Students will develop effective strategies for independent reading comprehension.</i> * <i>Students will gain familiarity and comfort when working with informational texts.</i> * <i>Students will actively analyze the relevance and significance of a text rather than simply reading it for content.</i>
	Essential Questions
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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"> 1. <i>How do strategic readers create meaning from informational and literary text?</i> 2. <i>How do writers create informational pieces that effectively address the topic and purpose?</i> 3. <i>What techniques do speakers use to enhance the presentation of information to an audience of peers?</i> 4. <i>What role do grammar and mechanics play in crafting a solid piece of writing?</i>

<p>text through evaluation of the author’s use of graphics, charts. and the major sections of the text.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.1.2.7.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.1.2.7.K 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.1.2.7.L Read and comprehend literary nonfiction and informational text 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</p>	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>1. Use of text features keeps informational text visually organized.</i></p> <p><i>2. Use of text structures keeps informational text structurally organized.</i></p> <p><i>3. MLA in-text citations are used to give credit to an author when quoting.</i></p> <p><i>4. Only use relevant information when quoting.</i></p> <p><i>5. Strong writers recognize: inappropriate shifts in pronoun number and person. vague pronouns (i.e., ones with unclear or ambiguous antecedents). inappropriate shifts in verb tense. subject-verb and pronoun-antecedent agreement.</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 3</i> <i>close reading, metacognition, summarize, visualize, predict, question, monitor, evidence, connect</i></p> <p><i>Tier 2</i> <i>predict, summarize, analyze, interpret, strategy, genre, non-fiction</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>1. The purpose of informational text is to inform the reader.</i></p> <p><i>2. Talking to the Text and Close Reading practices aid in metacognition.</i></p> <p><i>3. Correctly quoting and citing informational texts in written assessments.</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <p><i>1. Independently reading informational texts using the "Super 6" strategies.</i></p> <p><i>2. Citing a chosen passage from an informational text.</i></p> <p><i>3. Compare multiple texts dealing with same topic in order to build understanding.</i></p> <p><i>4. Identify features of informational text.</i></p> <p><i>5. Recognize structural patterns within informational text.</i></p> <p><i>6. Create a MLA works cited page</i></p> <p><i>7. Understand and utilize the SLMS Writing Format for formal writing pieces.</i></p> <p><i>8. Recognize and correct the following when writing:</i></p> <ul style="list-style-type: none"> - <i>inappropriate shifts in pronoun number and person.</i> - <i>vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i> - <i>inappropriate shifts in verb tense.</i> - <i>subject-verb and pronoun-antecedent agreement.</i> <p><i>9. Display appropriate communication skills in the areas of speaking and listening.</i></p> <p><i>E07.B-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.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i></p> <p><i>E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how</i></p>	

<p>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 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. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.L Demonstrate a grade appropriate command of the conventions of standard English</p>		<p><i>ideas influence individuals or events, how individuals influence ideas or events).</i></p> <p><i>E08.B-K.1.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</i></p> <p><i>E07.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <p><i>E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</i></p> <p><i>E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</i></p> <p><i>E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</i></p> <p><i>E07.B-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>c. Determine the meaning of technical words and phrases used in a text.</i></p> <p><i>E07.B-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>
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<p>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.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, 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.C Analyze the main ideas and supporting details presented in diverse</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.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</i></p> <p><i>E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E07.C.1.2.5: Establish and maintain a formal style.☐</i></p> <p><i>E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation 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>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.D.1.1.4: Recognize and correct inappropriate shifts in pronoun number and person.</i></p> <p><i>E07.D.1.1.5: Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i></p> <p><i>E07.D.1.1.6: Recognize and correct inappropriate shifts in verb tense.</i></p> <p><i>E07.D.1.1.7: Produce complete sentences,</i></p>
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<p>media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <ul style="list-style-type: none"> • Math PA Core State Standards • PA Content Standards 		<p><i>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.1.1.9: Ensure subject-verb and pronoun-antecedent agreement.</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.</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> <p><i>Keystone Literature Eligible Content</i></p> <p><i>L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a</i></p> <p><i>L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole.text. Note: Items may target specific paragraphs.</i></p> <p><i>L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.N.2.1.2 Cite evidence from a text to support generalizations.</i></p> <p><i>L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</i></p> <p><i>Note: Character may also be called narrator, speaker, or subject of a biography.</i></p>
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		<ul style="list-style-type: none"> • the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text • the relationship between characters and other components of a text • the development by authors of complex characters and their roles and functions within a text <p><i>L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</i></p> <ul style="list-style-type: none"> • the relationship between setting and other components of the text (character, plot, and other key literary elements) <p><i>L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</i></p> <p><i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of the text • how the author structures plot to advance the action <p><i>L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</i></p> <ul style="list-style-type: none"> • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period.
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Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S) —can include transfer tasks and Project-Based Learning
NETS—National Educational	<i>Examples include but are not limited to:</i>

<p>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.</p> <p><i>Communication and Collaboration Research and Information Fluency Critical Thinking Technology Operations</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> <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> <ol style="list-style-type: none"> <i>1. Use articles tied to summer reading to introduce - and model - Talking to the Text (Stage 1 Items 3(1), 3(2), 4(2), 5(1), 6(1), 9(1)).</i> <i>2. Use photographs and video clips to visually demonstrate the impact of close reading (Stage 1 Items 3(1), 3(2), 4(2), 5(1), 5(4), 6(1), 9(1)).</i> <i>3. Utilize Text Feature and Text Structure PowerPoint presentations to facilitate classroom discussion (Stage 1 Items 3(1), 3(2), 4(2), 5(1), 6(1), 9(1), 9(3), 9(4)).</i> <i>4. Employ Text Feature Scavenger Hunt to observe student understanding (Stage 1 Items 3(1), 3(2), 4(2), 5(1), 6(1), 9(1), 9(3), 9(4)).</i> <i>5. Review the 5 basic structures of informational texts with both individual and group practice (Stage 1 Items 3(1), 3(2), 4(2), 5(1), 5(4), 6(1), 9(1), 9(3), 9(4)).</i> <i>6. Introduce the SLMS Writing Format for formal writing pieces (Stage 1 Items 3(3), 4(1), 5(2), 9(6)).</i> <i>7. Introduce basic research elements: Title page, MLA in-text citations, using quotations, and works cited page (Stage 1 Items 3(3), 4(1), 5(2), 5(4), 6(2), 6(3), 9(2), 9(5)).</i> <i>8. Introduce, model and practice Double Entry Journal writing (Stage 1 Items 3(3), 4(1), 5(2), 5(4), 6(2), 6(3), 9(2), 9(5)).</i> <i>9. Introduce, model and practice how to recognize and correct the following:</i> <ul style="list-style-type: none"> <i>- inappropriate shifts in pronoun number and person.</i> <i>- vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i> <i>- inappropriate shifts in verb tense.</i> <i>- subject-verb and pronoun-antecedent agreement.</i> <p><i>(Stage 1 Items 3(4), 4(1), 5(2), 5(3), 6(5), 9(7))</i></p>
<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p>	
<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:</p> <ol style="list-style-type: none"> <i>1. Summer reading assignment</i> <i>2. Double Entry Journals</i> <i>3. Text structure/ text feature quiz</i> <i>4. Newsela (Monthly Independent Reading)</i> 	

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
NETS—National Educational Technology Standards; i.e., the	Questions to consider while planning: <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning

<p>standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Communication and Collaboration Research and Information Fluency Critical Thinking Technology Operations</i></p>	<p>plan?</p> <ul style="list-style-type: none"> • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<p>activities?</p> <ol style="list-style-type: none"> 1. Discussion will reveal prior knowledge of comprehension based strategies (i.e. Talking to the Text, building connections...) 2. Double Entry Journal assignment will reveal a student's ability to analyze a text's relevance and overall meaning. 3. Discussion will reveal prior knowledge of text features and structure. 4. Discussion will reveal prior knowledge of research elements (i.e. works cited, using quotation marks, proper punctuation, in-text citations...). 5. Discussion will reveal students ability to use effective oral communication skills. <ul style="list-style-type: none"> • What are potential rough spots and student misunderstandings? <ol style="list-style-type: none"> 1. Making personal connections (text-to-self) rather than showing understanding of the text's relevance and its overall connection to the big idea. • How will students get the feedback they need? <ol style="list-style-type: none"> 1. Non - graded discussion 2. Conferencing and review with teacher 3. Comments on practice Double Entry Journals 4. Low - impact graded assignments (Talking to the Text, Text Features scavenger hunt) 	
	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> 1. Sample Talking to the Text with Newsela 2. Talking to the Text with summer reading articles 3. Sample DEJ 4. Text structure scavenger hunt 	<p>List resources required <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"> 1. Newsela.com 2. Newsela Strategies Checklist 3. Student laptops 4. Summer Reading book and 	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>SRI CDT Study Island</p>

	<ul style="list-style-type: none">5. Text structure card game6. Text structure practice worksheet7. Grammar practice exercises8. Shared Inquiry	<p>article</p> <ul style="list-style-type: none">5. Double Entry Journal form6. Double Entry Journal Rubric7. Talking to the Text Rubric8. Text Structure Card Game9. Text Feature and Text Structure PowerPoint10. Internet access11. SLMS Writing Format12. Photographs and Video Clips13. Text Features Scavenger Hunt.14. Library access	
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Southern Lehigh School District

UbD Curriculum Template

Course: **Academic Literacy**

Unit: **2-Sequence and Time Order: Biography/Autobiography/Memoir**

Grades: **7**

Teacher Team: **Kimberly Halloran and Kristen Heydt**

Date: **August 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Global Awareness</i> <i>Career Planning and Life-Long Learning</i> <i>Problem-solving</i></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> • ELA PA Core State Standards <p>CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.2.7.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.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze</p>	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Nonfiction is accessible to everyone.</i> 2. <i>Reading critically and actively is achieved by employing strategies such as: questioning, monitoring, visualizing, connecting, predicting and summarizing (referred to as the "Super 6") to evaluate understanding when necessary.</i> 3. <i>Written communication and proper grammar mechanics promote fluency of communication.</i> 4. <i>Writing is a reflective, multi-stage process.</i> 5. <i>Recognizing the underlying structural patterns in nonfiction text is paramount to the reader's ability to construct meaning from the text.</i> 6. <i>Researchers gather and critique information from different sources for specific purposes.</i> 7. <i>Perseverance is part of life experience—overcoming obstacles.</i> 8. <i>Those who persevere are often inspiring to others.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> * <i>Students will develop effective oral and written communication skills.</i> * <i>Students will develop effective strategies for independent reading comprehension.</i> * <i>Students will gain familiarity and comfort when working with informational texts.</i> * <i>Students will actively analyze the relevance and significance of a text rather than simply reading it for * content.</i> * <i>Students will develop effective strategies for time management and planning.</i> * <i>Students will gain familiarity and comfort when working with peers in problem solving situations.</i>

<p>how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.1.2.7.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.1.2.7.K 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.1.2.7.L Read and comprehend literary nonfiction and informational text 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>	Essential Questions	
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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"> 1. <i>How do strategic readers create meaning from informational and literary text?</i> 2. <i>How do strategic readers use the underlying structural patterns in nonfiction text to construct meaning?</i> 3. <i>How do writers create informational pieces that effectively address the topic and purpose?</i> 4. <i>What role do grammar and mechanics play in crafting a solid piece of writing?</i> 5. <i>How can we use evaluation and reflection to improve our writing?</i> 6. <i>What techniques do speakers use to enhance the presentation of information to an audience of peers?</i> 7. <i>How does a person's individual challenges (positive and negative) impact the course of his/her life?</i> 8. <i>Why does perseverance inspire us?</i> 9. <i>How do characters, real and fictional, use words and actions to persevere?</i> 	
	Acquisition	
<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> 1. <i>Characteristics of biographies, autobiographies, and memoirs.</i> 2. <i>Informational text pattern: sequence and time order text structure.</i> 3. <i>Citing quotes and sources using MLA formatting.</i> 4. <i>Basic understanding of research skills.</i> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier3</i> <i>challenges, perseverance, dyscalculia, learning disability, IEP, gifted, anxiety, depression, isolation, biography, autobiography, memoir</i></p> <p><i>Tier 2</i> <i>predict, summarize, analyze, interpret, sequence, chronological</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <ol style="list-style-type: none"> 1. <i>Use of text structures keep informational text</i> 	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ol style="list-style-type: none"> 1. <i>Independently read informational texts using appropriate monitoring strategies.</i> 2. <i>Cite a chosen passage from an informational text.</i> 3. <i>Recognize the structural pattern of sequence and time order within informational text.</i> 4. <i>Effective time management skills when working within Literature Circle groups.</i> 5. <i>Recognize the correlation between author's use of language and chronological structure to portray perseverance.</i> 6. <i>Participate in group discussions to share ideas.</i> <p><i>E07.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <p><i>E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</i></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 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. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.L Demonstrate a grade</p>	<p><i>structurally organized.</i></p> <p><i>2. Biographies, autobiographies, and memoirs tell the story of a person's life.</i></p> <p><i>3. All biographies, autobiographies, and memoirs fit the sequence and time order structural pattern.</i></p> <p><i>4. Author's use specific language to show perseverance.</i></p>	<p><i>E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</i></p> <p><i>E07.B-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.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i></p> <p><i>E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).</i></p> <p><i>E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</i></p> <p><i>E07.B-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>c. Determine the meaning of technical words and phrases used in a text.</i></p> <p><i>E07.B-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</i></p>
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<p>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.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, 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><i>(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.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</i></p> <p><i>E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E07.C.1.2.5: Establish and maintain a formal style.☒</i></p> <p><i>E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.</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.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>
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<p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</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"> • Math PA Core State Standards • PA Content Standards 		<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.</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> <p><i>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.</i></p> <p><i>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.N.2.1.2: Cite evidence from a text to support generalizations.</i></p> <p><i>L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</i></p> <p><i>Note: Character may also be called narrator, speaker, or subject of a biography.</i></p> <ul style="list-style-type: none"> • <i>the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text</i> • <i>the relationship between characters and other components of a text</i> • <i>the development by authors of complex characters and their roles and functions within a text</i>
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		<p><i>L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</i></p> <ul style="list-style-type: none"> <i>• the relationship between setting and other components of the text (character, plot, and other key literary elements)</i> <p><i>L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</i></p> <p><i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"> <i>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i> <i>• the relationship between elements of the plot and other components of the text</i> <i>• how the author structures plot to advance the action</i> <p><i>L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</i></p> <ul style="list-style-type: none"> <i>• the relationship between the theme and other components of the text</i> <i>• comparing and contrasting how major themes are developed across genres</i> <i>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i> <i>• the way in which a work of literature is related to the themes and issues of its historical period</i>
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Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to	<i>Examples include but are not limited to: Labs, open-ended essays, voice recordings, videos, presentations, discussion boards, graphic organizers, songs, skits, dioramas, visual projects (posters, dioramas)</i>

<p>learn effectively and live productively in an increasingly global and digital world.</p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</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> <ol style="list-style-type: none"> 1. <i>Introduce sequence writing with direction scramble group activity. (Stage 1 Items 4(1), 4(2), 4(4), 4(6))</i> 2. <i>Group direction writing activity "How to Create the Perfect Paper Airplane" (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(6))</i> 3. <i>Individual direction writing activity (formal writing). (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(6))</i> 4. <i>Utilize anticipation guide to introduce biography, autobiography and memoir. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(6))</i> 5. <i>Class read: Book 1 (biography/autobiography/memoir). (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6))</i> 6. <i>Practice talking to the text by sticky noting in book. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5))</i> 7. <i>Practice double entry journal writing to monitor metacognition throughout the book. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5))</i> 8. <i>Introduce and model good Literature Circle practices. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6))</i> 9. <i>Lit Circle 1: Book 2 (biography/autobiography/memoir). (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6))</i>
<p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</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>Paper Airplane activity Independent Direction Writing activity Formal Writing (Autobiography) Double Entry Journals Literature Circle Roles (Discussion Director, Summarizer, Passage Analyst, etc.) Literature Circle Reflective Process Paper Literature Circle Project: Book Trailer Library Research Assignment (Topics: dyscalculia, learning disabilities, etc.) Newsela (Monthly Independent Reading)</i></p>	

Stage 3 – Learning Plan		
NETS for Students	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ol style="list-style-type: none"> 1. Discussion and talking to the text using sticky notes will reveal students' understanding of the reading. 2. Double Entry Journal assignment will reveal a student's ability to analyze a text's

<p><i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i></p>		<p>relevance and overall meaning. 3. Topical research will disclose student's ability to develop connections between texts. 4. Creative Projects will demonstrate student ability to transfer understanding of text structure among common texts.</p> <ul style="list-style-type: none"> • What are potential rough spots and student misunderstandings? <ol style="list-style-type: none"> 1. Effectively managing time in Literature Circle groups. 2. Using specific language - when writing-to clarify meaning. • How will students get the feedback they need? <ol style="list-style-type: none"> 1. Non - graded discussion 2. Conferencing and review with teacher 3. Comments on practice Double Entry Journals 4. Low - impact graded assignments (Direction Scramble, Anticipation Guide, etc.) 5. Literature circle Discussion Day 6. Review of Reflective Process Paper 	
	<p>List planned activities (examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</p> <ol style="list-style-type: none"> 1. Direction scramble group activity. 2. Paper airplane activity 3. Individual direction writing activity (formal writing) 	<p>List resources required (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)</p> <ol style="list-style-type: none"> 1. Newsela.com 2. Newsela Strategies Checklist 3. Student laptops 4. Directions Scramble 5. Double Entry Journal form 	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>SRI CDT Study Island</p>

	<ol style="list-style-type: none">4. Anticipation guide to introduce biography, autobiography and memoir.5. Class read: Book 1 (biography/autobiography/memoir)6. Talking to the text (sticky notes)7. Double entry journal8. Model Lit Circles9. Lit Circle 1: Book 2 (biography/autobiography/memoir)10. Formal writing (autobiography)11. Individual Reflective Process Paper12. Lit Circle Project: Book Trailer13. Guided Reading14. Class Discussions15. Shared Inquiry	<ol style="list-style-type: none">6. Paper Airplane Activity7. Direction Writing Rubric8. Internet access9. SLMS Writing Format10. Various Biography/Autobiography/Memoirs11. Anticipation Guide12. Sticky Notes13. Sticky Note Checklist14. Library access15. Lit Circle Documents (jobs, rubrics, etc.)16. Formal Writing (Autobiography) Rubric17. Projector	
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Southern Lehigh School District

UbD Curriculum Template

Course: **Academic Literacy**

Unit:

3-Compare/Contrast: Problems in Cultural Identity

Grades: **7**

Teacher Team: **Kimberly Halloran & Kristen Heydt**

Date: **August 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Transfer of Learning</i> <i>Effective Communication Skills</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <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"> • ELA PA Core State Standards <p>CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.2.7.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.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze</p>	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Nonfiction is accessible to everyone.</i> 2. <i>Reading critically and actively is achieved by employing strategies such as: questioning, monitoring, visualizing, connecting, predicting and summarizing (referred to as the "Super 6") to evaluate understanding when necessary.</i> 3. <i>Written communication and proper grammar mechanics promote fluency of communication.</i> 4. <i>Writing is a reflective, multi-stage process.</i> 5. <i>Recognizing the underlying structural patterns in nonfiction text is paramount to the reader's ability construct meaning from the text.</i> 6. <i>Researchers gather and critique information from different sources for specific purposes.</i> 7. <i>Comparing and contrasting ideas across multiple mediums (books, articles, and documentaries) helps to create deeper meaning.</i> 8. <i>Culture is a way of life of a group of people who share similar beliefs and customs.</i> 9. <i>Global societies are diverse, creating varied perspectives, contributions, and challenges.</i> 10. <i>People are affected by environmental, economic, social, cultural, and civic concerns.</i> 11. <i>Culture is both a unifying and divisive force in human relations.</i> <p>4. What do you want students to do with this knowledge or skill beyond this course? What is Transfer?</p> <ul style="list-style-type: none"> * <i>Students will develop effective oral and written communication skills.</i> * <i>Students will develop effective strategies for independent reading comprehension.</i> * <i>Students will gain familiarity and comfort when working with informational texts.</i> * <i>Students will actively analyze the relevance and significance of a text rather than simply reading it for content.</i> * <i>Students will develop effective strategies for time management and planning.</i>

<p>how the author distinguishes his or her position from that of others.</p> <p>CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.</p> <p>CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.1.2.7.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.1.2.7.K 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.1.2.7.L Read and comprehend literary nonfiction and informational text 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><i>Students will gain familiarity and comfort when working with peers in problem solving situations.</i></p> <p><i>Students will develop global awareness and a deeper perspective of cultural acceptance.</i></p>	
	Essential Questions	
	<p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</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"> 1. <i>How do strategic readers create meaning from informational and literary text?</i> 2. <i>How do strategic readers use the underlying structural patterns in nonfiction text to construct meaning?</i> 3. <i>How do writers create informational pieces that effectively address the topic and purpose?</i> 4. <i>What role do grammar and mechanics play in crafting a solid piece of writing?</i> 5. <i>How can we use evaluation and reflection to improve our writing?</i> 6. <i>What techniques do speakers use to enhance the presentation of information to an audience of peers?</i> 7. <i>How do culture and geography shape identity and dictate peoples' access to resources?</i> 8. <i>Why should we study other cultures and what does it teach us?</i> 9. <i>How do the beliefs and values of a diverse culture affect individuals and society?</i> 10. <i>What happens when cultures collide?</i> 11. <i>How do people solve conflicts?</i> 12. <i>How can recognizing multiple points of view help promote tolerance and understanding of diversity?</i> 13. <i>How can differing points of view affect relations between and within societies?</i> 14. <i>To what extent can examining multiple perspectives help us understand conflict and promote cooperation and/or conflict resolution?</i> 	
	Acquisition	
<p>Students will know...</p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <ol style="list-style-type: none"> 1. <i>Characteristics of various cultures.</i> 2. <i>Informational text patterns: compare/contrast and problem/solution text structure.</i> 3. <i>Citing quotes and sources using MLA formatting.</i> 4. <i>Basic understanding of research skills.</i> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 3</i></p> <p><i>Droned, bush, rebels, shroud, mortar, gourd, tribe, artillery, daze, gingerly, accent, solemn, nausea,</i></p>	<p>Students will be skilled at... (be able to do)</p> <p>9. What discrete skill and processes should students be able to demonstrate?</p> <ol style="list-style-type: none"> 1. <i>Independently read informational texts using appropriate monitoring strategies.</i> 2. <i>Cite a chosen passage from an informational text.</i> 3. <i>Compare multiple texts dealing with same topic in order to build understanding.</i> 4. <i>Recognize the structural patterns of problem/solution and compare/contrast within informational text.</i> 5. <i>Effective time management skills when working</i> 	

<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 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. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.7.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.7.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.L Demonstrate a grade</p>	<p><i>wailing, papyrus, prow, monotonous, gauge, relentless, eternal, arid, Tamarind, revived, refugee, scythe, mourn, emaciated, despair, scavenge, chaos, surge, merciless, earnestly, welter, peril, misery, ration, frigid, aquifer, vague, remote, frantic</i></p> <p><i>Tier 2</i> <i>compare, contrast, problem, solution, predict, summarize, analyze, interpret, culture, resources, conflict, geography, climate, documentary</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>1. Use of text structures keep informational text structurally organized.</i> <i>2. Understanding differences in cultural identity helps lead to increased global awareness.</i> <i>3. The way a culture seeks to solve its problems helps to establish their cultural identity.</i></p>	<p><i>within Literature Circle groups.</i></p> <p><i>6. Participate in group discussions to share ideas.</i></p> <p><i>7. Recognize differences in characteristics that help shape cultural identity.</i></p> <p><i>8. Determine the correlation between environmental, economic, social, cultural, and civic concerns and cultural conflict.</i></p> <p><i>9. Construct a formal piece of writing effectively outlining the similarities and differences amongst cultures – and their conflict(s).</i></p> <p><i>E07.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <p><i>E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</i></p> <p><i>E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</i></p> <p><i>E07.B-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.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i></p> <p><i>E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).</i></p> <p><i>E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</i></p> <p><i>E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases</i></p>
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<p>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.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, 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><i>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>c. Determine the meaning of technical words and phrases used in a text.</i></p> <p><i>E07.B-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> <p><i>E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</i></p> <p><i>E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</i></p> <p><i>E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.</i></p> <p><i>E07.C.1.2.5: Establish and maintain a formal style.¶</i></p> <p><i>E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.</i></p>
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<p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</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"> • Math PA Core State Standards • PA Content Standards 		<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.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.</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> <p><i>L.N.1.3.1: Identify and/or explain stated or implied main ideas and relevant supporting details from a text.</i> <i>Note: Items may target specific paragraphs.</i></p> <p><i>L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.</i></p> <p><i>L.N.2.1.1: Make inferences and/or draw conclusions</i></p>
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		<p><i>based on analysis of a text.</i></p> <p><i>L.N.2.1.2: Cite evidence from a text to support generalizations.</i></p> <p><i>L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</i></p> <p><i>Note: Character may also be called narrator, speaker, or subject of a biography.</i></p> <ul style="list-style-type: none"><i>• the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text</i><i>• the relationship between characters and other components of a text</i><i>• the development by authors of complex characters and their roles and functions within a text</i> <p><i>L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><i>• the relationship between setting and other components of the text (character, plot, and other key literary elements)</i> <p><i>L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</i></p> <p><i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"><i>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i><i>• the relationship between elements of the plot and other components of the text</i><i>• how the author structures plot to advance the action</i> <p><i>L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><i>• the relationship between the theme and other components of the text</i><i>• comparing and contrasting how major themes are developed across genres</i><i>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i><i>• the way in which a work of literature is related to the themes and issues of its historical period</i>
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Stage 2 – Evidence	
<u>NETS for Students</u>	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>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.</p> <p><i>Creative and Innovation Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p><i>Examples include but are not limited to: 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> <ol style="list-style-type: none"> 1. <i>Class discussion to introduce the ideas of culture and conflict . (Stage 1 Items 4(1))</i> 2. <i>Utilize anticipation guide to continue discussion on culture and conflict and the role that limited resources play in both. (Stage 1 Items 4(1), 4(4), 4(7))</i> 3. <i>Class read: Book 1 (culture/conflict) (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(7))</i> 4. <i>Practice talking to the text by sticky noting in book. (Stage 1 Items 4(1), 4(2), 4(4), 4(5))</i> 5. <i>Introduce and discuss pertinent vocabulary words of note throughout the book. (Stage 1 Items 4(1), 4(2), 4(4))</i> 6. <i>Complete research on limited resources by having students complete National Geographic’s Water Calculator and the Water Facts Scavenger Hunt. (Stage 1 Items 4(1), 4(2), 4(5), 4(6), 4(7))</i> 7. <i>Practice double entry journal writing to monitor metacognition throughout the book. (Stage 1 Items 4(1), 4(2), 4(4), 4(5))</i> 8. <i>Introduce the idea of Public Service Announcements (PSA). (Stage 1 Items 4(1), 4(6), 4(7))</i> 9. <i>Utilize PSA article and worksheet to provide background knowledge. (Stage 1 Items 4(1), 4(2), 4(4), 4(5), 4(7))</i> 10. <i>Complete PSA video activity. (Stage 1 Items 4(4), 4(5), 4(6), 4(7))</i> 11. <i>End of book project – groups will use their knowledge of PSAs to create one of their own outlining the problem and solution apparent in the completed text. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6), 4(7))</i> 12. <i>View selected companion documentary to provide students with an alternative view point to the completed text. (Stage 1 Items 4(4), 4(5), 4(7))</i> 13. <i>Introduce and practice the idea of compare/contrast by having students complete a practice activity analyzing the completed text with the selected documentary. (Stage 1 Items 4(1), 4(2), 4(4), 4(5), 4(7))</i> 14. <i>Review good Literature Circle practices. (Stage 1 Items 4(3), 4(6))</i> 15. <i>Lit Circle: Book 2 (culture/conflict) (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6), 4(7))</i> 16. <i>End of book project – utilizing their understanding of compare/contrast structure students will complete a formal writing piece (compare/contrast essay) tying together understanding of all content covered in the unit. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6), 4(7))</i>
	OTHER SUMMATIVE ASSESSMENTS—can include factual recall
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Formal Writing (Compare/Contrast Essay) Double Entry Journals</i></p>

	<p><i>Literature Circle Roles (Discussion Director, Summarizer, Passage Analyst, etc.)</i></p> <p><i>Literature Circle Reflective Process Paper</i></p> <p><i>Book Project: PSA</i></p> <p><i>Library Research Assignment (Topics: Sudan, Lost Boys, water borne diseases, etc.)</i></p> <p><i>Newsela (Monthly Independent Reading)</i></p>
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Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ol style="list-style-type: none"> 1. Discussion and talking to the text using sticky notes will reveal students' understanding of the reading. 2. Double Entry Journal assignment will reveal a student's ability to analyze a text's relevance and overall meaning. 3. Topical research will disclose student's ability to develop connections between texts. 4. Creative Projects will demonstrate student ability to transfer understanding of text structure among common texts. • What are potential rough spots and student misunderstandings? <ol style="list-style-type: none"> 1. Effectively managing time in Literature Circle groups. 2. Building connections across mediums (books, documentaries, etc.) • How will students get the feedback they need? <ol style="list-style-type: none"> 1. Non - graded discussion 2. Conferencing and review with teacher 3. Comments on practice Double Entry Journals 4. Low - impact graded assignments (Anticipation Guide, etc.)

	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> 1. Anticipation Guide to introduce elements of conflict and culture 2. Water Calculator 3. Water Facts 4. Class Discussions 5. Guided Reading (Problem/Solution Book 1) 6. Talking to the Text (Sticky Notes) 7. Double Entry Journals 8. Book Project: PSA 9. PSA article and worksheet 10. PSA video activity 11. Documentary 12. Practice Compare/Contrast Writing (Book v. Documentary) 13. Lit Circle: Book 2 14. Individual Reflective Process Paper 15. Formal Writing: Compare/Contrast Essay (Book 1 v. Book 2) 16. Library Research 17. Shared Inquiry 	<p>List resources required <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"> 1. Newsela.com 2. Newsela Strategies Checklist 3. Student laptops 4. Internet Access 5. Projector 6. Double Entry Journal form 7. Double Entry Journal Rubric 8. Anticipation Guide 9. Various Cultural Texts 10. Sticky Notes 11. Sticky Notes Checklist 12. PSA article 13. PSA worksheet 14. PSA example videos 15. PSA video worksheet 16. Book Project (PSA) Rubric 17. SLMS Writing Format 18. Various Documentaries 19. Library access 20. Lit Circle Documents (jobs, rubrics, etc.) 21. Formal Writing (Compare/Contrast) Rubric 	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>SRI CDT Study Island</p>
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Southern Lehigh School District

UbD Curriculum Template

Course: **Academic Literacy**
Teacher Team: **Kimberly Halloran & Kristen Heydt**

Unit: **4-Cause & Effect: GMOs, Fastfood, and Nutrition**

Grades: **7**
Date: **August 2015**

Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21st Century Essentials included in the mission statement will this unit address?</p> <p><i>Effective Communication Skills</i> <i>Transfer of Learning</i> <i>Adaptation and flexibility</i> <i>Problem-solving</i> <i>Global Awareness</i> <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"> • ELA PA Core State Standards <p>CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CC.1.2.7.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.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p> <p>CC.1.2.7.D Determine an author’s point of view or purpose in a text and analyze</p>	<p>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 TRANSFERABLE (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. <i>Nonfiction is accessible to everyone.</i> 2. <i>Reading critically and actively is achieved by employing strategies such as: questioning, monitoring, visualizing, connecting, predicting and summarizing (referred to as the "Super 6") to evaluate understanding when necessary.</i> 3. <i>Written communication and proper grammar mechanics promote fluency of communication.</i> 4. <i>Writing is a reflective, multi-stage process.</i> 5. <i>Recognizing the underlying structural patterns in nonfiction text is paramount to the reader's ability construct meaning from the text.</i> 6. <i>Researchers gather and critique information from different sources for specific purposes.</i> 7. <i>Observers and researchers examine causes and effects to see relationships between people, places, ideas, and events.</i> 8. <i>Observers and researchers recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.</i> 9. <i>Argumentative writing is a powerful way to get people to appreciate a different point of view, change their way of thinking, and/or to take action.</i> 10. <i>Persuasion involves emotional and logical arguments that are supported by facts, details, or emotional appeals.</i> 11. <i>The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a link between the claim and the evidence.</i> 12. <i>Writers develop and present arguments and support their claims using evidence and explanation drawn from reliable sources.</i>

how the author distinguishes his or her position from that of others.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CC.1.2.7.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.

CC.1.2.7.K 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.

CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow

4. What do you want students to do with this knowledge or skill beyond this course? [What is Transfer?](#)
- * *Students will develop effective oral and written communication skills.*
 - * *Students will develop effective strategies for independent reading comprehension.*
 - * *Students will gain familiarity and comfort when working with informational texts.*
 - * *Students will actively analyze the relevance and significance of a text rather than simply reading it for * content.*
 - * *Students will develop effective strategies for time management and planning.*
 - * *Students will gain familiarity and comfort when working with peers in problem solving situations.*
 - * *Students will develop the understanding that all actions have consequences - whether they be positive or negative.*

Essential Questions

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:
1. *How do strategic readers create meaning from informational and literary text?*
 2. *How do strategic readers use the underlying structural patterns in nonfiction text to construct meaning?*
 3. *How do writers create informational pieces that effectively address the topic and purpose?*
 4. *What role do grammar and mechanics play in crafting a solid piece of writing?*
 5. *How can we use evaluation and reflection to improve our writing?*
 6. *What techniques do speakers use to enhance the presentation of information to an audience of peers?*
 7. *How can examining cause and effect help us understand relationships between people, places, ideas, and events?*
 8. *To what extent can understanding cause and effect help us solve problems and make decisions?*
 9. *How does observing the world around us help in realizing that ideas and actions of individuals and groups have consequences and shape events?*
 10. *How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?*
 12. *How do writers of informational texts use examples and evidence effectively to convince a reader of their claim?*
 13. *How can I evaluate claims made in informational texts and reconcile competing claims from multiple sources?*

Acquisition

Students will know...

6. What facts should students know and be able to use to gain further knowledge?

1. *Characteristics of health and nutrition.*
2. *Informational text patterns: cause/effect*

Students will be skilled at... (be able to do)

9. What discrete skill and processes should students be able to demonstrate?

<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 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. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice. • Establish and maintain a formal style.</p> <p>CC.1.4.7.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, 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.K Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities. • Develop and maintain a consistent voice.</p>	<p>3. <i>Citing quotes and sources using MLA formatting.</i></p> <p>4. <i>Basic understanding of research skills.</i></p> <p>5. <i>Characteristics of argumentative writing.</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Tier 3</i> <i>obesity, GMO, vegan, organic, processed, diabetes, pesticide</i></p> <p><i>Tier 2</i> <i>cause, effect, causal relationship, interpret, analyze, summarize, context clue, predict</i></p> <p>8. What basic concepts should students know and be able to recall and apply? 1. <i>Use of text structures keep informational text structurally organized.</i> 2. <i>All actions have consequences.</i> 3. <i>Argumentative writing uses strong claims and supporting evidence.</i></p>	<p>1. <i>Independently read informational texts using appropriate monitoring strategies.</i></p> <p>2. <i>Cite a chosen passage from an informational text.</i></p> <p>3. <i>Compare multiple texts dealing with same topic in order to build understanding.</i></p> <p>4. <i>Recognize the structural patterns of problem/solution and compare/contrast within informational text.</i></p> <p>5. <i>Practice effective time management skills when working within Literature Circle groups.</i></p> <p>6. <i>Participate in group discussions to share ideas.</i></p> <p>7. <i>Recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.</i></p> <p>8. <i>Identify causal relationships between varying stimuli.</i></p> <p>9. <i>Construct a formal piece of argumentative writing effectively utilizing claims, concessions, and supporting details.</i></p> <p>10. <i>Recognize and correct misplaced and dangling modifiers.</i></p> <p><i>E07.B-C.2.1.1: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</i></p> <p><i>E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</i></p> <p><i>E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.</i></p> <p><i>E07.B-C.3.1.1: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</i></p>
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<ul style="list-style-type: none"> • Establish and maintain a formal style. <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.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, 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</p>		<p><i>E07.B-C.3.1.2: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</i></p> <p><i>E07.B-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.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</i></p> <p><i>E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events; how individuals influence ideas or events).</i></p> <p><i>E08.B-K.1.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</i></p> <p><i>E07.B-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>c. Determine the meaning of technical words and phrases used in a text.</i></p> <p><i>E07.B-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</i></p>
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<p>on others' ideas and expressing their own clearly</p> <p>CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</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">• Math PA Core State Standards• PA Content Standards		<p>(e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.</p> <p>E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E07.C.1.2.5: Establish and maintain a formal style.☒</p> <p>E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.</p> <p>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.</p> <p>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.</p> <p>E07.D.1.1.3: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>E07.D.2.1.2: Vary sentence patterns for meaning, reader/listener interest, and style.</p>
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		<p><i>nonfictional text, in part or as a whole.</i></p> <p><i>L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.</i></p> <p><i>L.N.2.1.2: Cite evidence from a text to support generalizations.</i></p> <p><i>L.N.2.3.1: Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</i></p> <p><i>Note: Character may also be called narrator, speaker, or subject of a biography.</i></p> <ul style="list-style-type: none"><i>• the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text</i><i>• the relationship between characters and other components of a text</i><i>• the development by authors of complex characters and their roles and functions within a text</i> <p><i>L.N.2.3.2: Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><i>• the relationship between setting and other components of the text (character, plot, and other key literary elements)</i> <p><i>L.N.2.3.3: Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</i></p> <p><i>Note: Plot may also be called action.</i></p> <ul style="list-style-type: none"><i>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</i><i>• the relationship between elements of the plot and other components of the text</i><i>• how the author structures plot to advance the action</i> <p><i>L.N.2.3.4: Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:</i></p> <ul style="list-style-type: none"><i>• the relationship between the theme and other components of the text</i><i>• comparing and contrasting how major themes are</i>
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		<p><i>developed across genres</i></p> <ul style="list-style-type: none"> • <i>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</i> • <i>the way in which a work of literature is related to the themes and issues of its historical period</i>
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Stage 2 – Evidence	
NETS for Students	PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning
<p>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.</p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Critical Thinking</i> <i>Research and Information Fluency</i> <i>Technology Operations</i> <i>Digital Citizenship</i></p>	<p><i>Examples include but are not limited to:</i> <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> <ol style="list-style-type: none"> 1. <i>Class discussion to introduce the ideas of cause and effect . (Stage 1 Items 4(1))</i> 2. <i>Utilize anticipation guide to begin discussion on GMOs, fastfood, and nutrition. (Stage 1 Items 4(1), 4(4), 4(7))</i> 3. <i>Review good Literature Circle practices. (Stage 1 Items 4(3), 4(6))</i> 4. <i>Lit Circle: Book 1 (cause/effect) (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6), 4(7))</i> 5. <i>Practice talking to the text by sticky noting in book. (Stage 1 Items 4(1), 4(2), 4(4), 4(5))</i> 6. <i>Practice double entry journal writing to monitor metacognition throughout the book. (Stage 1 Items 4(1), 4(2), 4(4), 4(5))</i> 7. <i>Introduce the argumentative writing and discuss topical terms (claim, concession, evidence/support). (Stage 1 Items 4(1), 4(6), 4(7))</i> 8. <i>View selected companion documentary to provide students with additional view points to the completed text. (Stage 1 Items 4(4), 4(5), 4(7))</i> 9. <i>End of book project – groups will use their knowledge of argumentative writing to create an essay utilizing the cause/effect pattern apparent in the completed text. (Stage 1 Items 4(1), 4(2), 4(3), 4(4), 4(5), 4(6), 4(7))</i> <p>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</p>

	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Lit Circle Individual Jobs: Discussion Director, Summarizer, Passage Analyst, Vocabulary Enricher, Researcher</i> <i>TDA assignments</i> <i>Newsela</i> <i>Double Entry Journals</i> <i>Library Research Assignments: concessions</i> <i>Formal Argumentative Essay</i> <i>Newsela (Monthly Independent Reading)</i></p>
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Stage 3 – Learning Plan		
<u>NETS for Students</u>	Learning Activities	Progress Monitoring/Formative Assessment
<p>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.</p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</i> <i>Research and Information Fluency</i> <i>Critical Thinking</i> <i>Digital Citizenship</i> <i>Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> • Are transfer and acquisition addressed in the learning plan? • Does the learning plan reflect principles of learning and best practices? • Is there tight alignment with Stages 1 and 2? • Is the plan likely to be engaging and effective for all students? 	<ul style="list-style-type: none"> • How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities? <ol style="list-style-type: none"> 1. Discussion and talking to the text using sticky notes will reveal students' understanding of the reading. 2. Double Entry Journal assignment will reveal a student's ability to analyze a text's relevance and overall meaning. 3. Topical research will disclose student's ability to develop connections between texts. 4. Creative Projects will demonstrate student ability to transfer understanding of text structure among common texts. • What are potential rough spots and student misunderstandings? <ol style="list-style-type: none"> 1. Effectively managing time in Literature Circle groups. • How will students get the feedback they need? <ol style="list-style-type: none"> 1. Non - graded discussion 2. Conferencing and review with teacher 3. Comments on practice Double Entry Journals 4. Low - impact graded assignments (Class discussions, intro to concession practice piece, etc.)

	<p>List planned activities <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <ol style="list-style-type: none"> 1. Class Discussions 2. Lit Circle: Book 2 3. Talking to the Text (Sticky Notes) 4. Double Entry Journals 5. Intro to concession practice activity 6. Documentary 7. Individual Reflective Process Paper 8. Formal Writing: Argumentative Essay 9. Library Research 10. Shared Inquiry 	<p>List resources required <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"> 1. Newsela.com 2. Newsela Strategies Checklist 3. Student laptops/internet 4. Projector 5. Double Entry Journal form 6. Anticipation Guide 7. Various Food/Nutrition Texts 8. Sticky Notes 9. Sticky Notes Checklist 10. Intro to Concession Practice Activity 11. SLMS Writing Format 12. Various Documentaries 13. Library access 14. Lit Circle Jobs 15. Formal Writing (Argumentative Essay) Rubric 	<p>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</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>CDT SRI Study Island</p>
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