



# Southern Lehigh School District

UbD Curriculum Template

Course: **ELA 128 / 138**

Unit: **1 - Constructing Meaning from Text**

Grades: **8**

Teacher Team: **Team: Toto / Kleppinger**

Date: **July, 2015**

## Stage 1 – Desired Results

Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> 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"> <li>• <u>ELA PA Core State Standards</u>            CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.            CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.            CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s):</p> <p><i>Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.</i>  <i>Effective readers use appropriate strategies to construct meaning.</i>  <i>Effective writers support claims with clear reasons and relevant evidence.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <u>What is Transfer?</u></p> <ul style="list-style-type: none"> <li>* <i>Students will think critically.</i></li> <li>* <i>Students will develop effective oral and written communication skills.</i></li> <li>* <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>* <i>Students will demonstrate the ability to construct meaning from text.</i></li> <li>* <i>Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information.</i></li> <li>* <i>Students will utilize technological resources to become digital citizens.</i></li> <li>* <i>Students will demonstrate the ability to write in the argument mode.</i></li> </ul>
	<p style="text-align: center;"><b>Essential Questions</b></p> <p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>How does interaction with text provoke thinking and response?</i>  <i>How do strategic readers create meaning from informational and literary text?</i>  <i>How does a writer select and use evidence to support a claim?</i></p>

	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>PA Science Standards: 3.1.8.A.8 Change and Constancy: Explain mechanisms organisms use to adapt to their environment.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.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>6. What facts should students know and be able to use to gain further knowledge?</p> <p><i>Understanding of Shared Inquiry.</i> <i>Elements of fiction (plot, setting, character, theme).</i> <i>Elements of argumentative writing: thesis, claims, evidence, introduction, conclusion</i></p> <p>7. What vocabulary should students know and be able to recall?</p> <p><i>Tier 2: cite, evidence, analyze, infer, summarize, compare, contrast, interpret, evaluate, predict, relevant, context</i></p> <p><i>Tier 3: plot, theme, character, setting, dialogue, conflict, climax, point of view, irony, imagery, simile, metaphor, figurative, connotation, denotation, tone, rhyme scheme, context clue, pun, claim, counterclaim, style, audience, purpose, task, suspense, humor, myth, legend</i></p> <p>8. What basic concepts should students know and be able to recall and apply?</p> <p><i>Writers use arguments to present a claim.</i> <i>Literature is interpretive.</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?</p> <p>What discrete skill and processes should students be able to demonstrate?</p> <p><i>E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i></p> <p><i>E08.A-K.1.1.2 Determine a theme or central idea of the text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i></p> <p><i>E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</i></p> <p><i>E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i></p> <p><i>E08.A-C.2.1.2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i></p> <p><i>E08.A-C.2.1.3 Determine how the author uses the meanings of words or phrases, including figurative and connotative meanings, in a text; analyze how the impact of specific word choices on meaning and tone, include analogies or allusions to other texts.</i></p> <p><i>E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.</i></p> <p><i>E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing</i></p>

<p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.G Write arguments to support claims.</p> <p>CC.1.4.8.H Introduce and state an opinion on a topic.</p> <p>CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</p> <p>CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.8.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. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>		<p><i>flexibly from a range of strategies.</i></p> <p><i>E08.A.V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in words meanings.</i></p> <p><i>E08.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.</i></p> <p><i>E08.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i></p> <p><i>E08.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</i></p> <p><i>E08.C.1.1.4 Establish and maintain a formal style.</i></p> <p><i>E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><i>E08.D.1.1.2 Form and use verbs in the active and passive voice.</i></p> <p><i>E08.D.1.1.6 Recognize and correct inappropriate shifts in pronoun number and person.</i></p> <p><i>E08.D.1.1.7 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</i></p> <p><i>E08.D.1.1.8 Recognize and correct inappropriate shifts in verb tense.</i></p> <p><i>E08.D.1.1.10 Correctly use frequently confused words (e.g. too, to, two; there, their, they're).</i></p> <p><i>E08.D.1.1.11 Ensure subject verb and pronoun antecedent agreement.</i></p> <p><i>E08.D.1.2.1 Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.</i></p> <p><i>E08.D.1.2.2 Use an ellipsis to indicate an omission.</i></p> <p><i>E08.D.1.2.3 Spell correctly.</i></p> <p><i>E08.D.1.2.4 Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.</i></p> <p><i>E08.D.1.2.5 Use punctuation to separate items in a series.</i></p>
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<p>CC.1.4.8.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.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.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.1.5.8.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.1.5.8.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English</p>		<p><i>E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>E08.D.2.1.4 Maintain consistency in style and tone.</i></p> <p><i>E08.D.2.1.5 Choose punctuation for effect.</i></p> <p><i>E08.D.2.1.6 Choose words and phrases for effect.</i></p> <p><i>E08.E.1.1.1 Introduce text 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>E08.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>E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E08.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> <p><i>Grammar:</i>  <i>pronouns, misplaced and dangling modifiers, verbs, active and passive voice, spelling, punctuation</i></p>
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<p>when speaking based on Grade 8 level and content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Math PA Core State Standards</a></li> <li>• <a href="#">PA Content Standards</a></li> </ul>		
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Stage 2 – Evidence	
<a href="#">NETS for Students</a>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i>  <i>Technology Operations</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):  <i>Participate in shared inquiry discussions. (Transfer: Students will be able to think critically.</i>  <i>* Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information. Students will demonstrate the ability to construct meaning from text).</i>  <i>* Students will present an analysis of a Poe poem to their peers. (Transfer: Students will be able to think critically.</i>  <i>* Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information. Students will demonstrate the ability to construct meaning from text).</i>  <i>* Students will utilize graphic organizers to aid in text comprehension. (Transfer: Students will be able to think critically.</i>  <i>* Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information. Students will demonstrate the ability to construct meaning from text).</i>  <i>* Students will actively participate in a blended learning environment. (Transfer: Students will use technological resources to become better digital citizens).</i>  <i>* Students will analyze elements of fiction across multiple texts. (Transfer: Students will be able to think critically.</i>  <i>* Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information. Students will demonstrate the ability to construct meaning from text).</i>  <i>* Students will write an argumentative literary analysis essay. (Transfer: Students will demonstrate the ability to write in the argument mode).</i></p>

	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i>
	List the assessments: <i>analysis essay (argument mode)</i> <i>written poetry Poe poem project</i> <i>quizzes/tests</i>

Stage 3 – Learning Plan		
<b>NETS for Students</b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i> <i>Communication and Collaboration</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"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Discussion will reveal prior knowledge of analysis and literary techniques. Journals will reveal a student's ability to use content and evidence to write critically. Writing assignments focusing on metacognition will reveal the students' ability to interact with and comprehend text.</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Students' lack of reading stamina. Finding relevant quotes for support. Student reluctance to participate in discussions. Students relying on text-to-self connections instead of analyzing the text.</li> <li>• <b>How will students get the feedback they need?</b> Large group discussion Teacher conference Low-impact graded assignments (journals, homework, etc.) Comments on writing</li> </ul>
	<p><b>List planned activities</b> <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p>	<p><b>List resources required</b> <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other non-</i></p>
	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs,</i></p>	

	Writer's Workshop Guided reading Shared Inquiry discussions Think Pair-Share	<i>fiction text, lab equipment, maps, translator, calculators)</i>  Great Books Poetry Edgar Allan Poe Twelfth Night Laptops Online learning platforms (i.e. Google Classroom, Canvas) Online Software (Study Island)	<i>DIBELS, Aimsweb</i>  collaborative journals shared inquiry discussions written responses anticipation guide SRI
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**Southern Lehigh School District**  
UbDCurriculumTemplate

Course: **ELA 128 / 138**  
Teacher Team: **Toto / Kleppinger**

Unit: **2 - History as an Influence on Writing**

Grades: **8**  
Date: **July, 2015**

<b>Stage 1 – Desired Results</b>	
<b>Established Goals</b>	<b>Enduring Understandings/Transfer</b>
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address?</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></p> <p>2. What content standards will this unit address?</p> <ul style="list-style-type: none"> <li>• <u>ELA PA Core State Standards</u></li> <li>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</li> <li>CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> <li>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze</li> </ul>	<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 <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</p> <p>3. List the Enduring Understanding(s):</p> <p><i>Text often draws on themes, patterns, and events from history.</i> <i>Effective writers examine topics and convey ideas, concepts, and information through selecting, organizing, and analyzing relevant content.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <u>What is Transfer?</u></p> <ul style="list-style-type: none"> <li>* <i>Students will think critically.</i></li> <li>* <i>Students will develop effective oral and written communication skills.</i></li> <li>* <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>* <i>Students will demonstrate the ability to construct meaning from text.</i></li> <li>* <i>Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information.</i></li> <li>* <i>Students will utilize technological resources to become digital citizens.</i></li> <li>* <i>Students will understand that authors use history as an inspiration for writing.</i></li> <li>* <i>Students will demonstrate the ability to write in the informative mode.</i></li> </ul>
	<b>Essential Questions</b>
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit:</p> <p><i>How does learning history through literature differ from learning through informational text?</i> <i>How does a writer select, organize and utilize content to convey information?</i></p>



	Acquisition	
	Students will know...	Students will be skilled at... (be able to do)
<p>how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.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.1.2.8.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.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its</p>	<p>6. What facts should students know and be able to use to gain further knowledge?  <i>Russian Revolution</i>  <i>1776 Revolution</i>  <i>Romanov Family</i>  <i>Purposes of Informational writing</i></p> <p>7. What vocabulary should students know and be able to recall?  <i>Tier 2: cite, evidence, analyze, infer, summarize, compare, contrast, interpret, evaluate, predict, relevant, inform</i>  <i>Tier 3: satire, fable, allegory, credibility, transitions, plot, theme, character, setting, conflict, climax, point of view, audience, purpose, task, symbolism, analogies, connotation, denotation, context, definition, classification, compare/contrast, cause/effect, cohesion, transitions</i></p> <p>8. What basic concepts should students know and be able to recall and apply?  <i>Purposes of informational writing</i>  <i>Audience, task, purpose for writing</i>  <i>Steps of the writing process</i></p>	<p>9. What discrete skill and processes should students be able to demonstrate?  What discrete skill and processes should students be able to demonstrate?  <i>E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i>  <i>E08.A-K.1.1.2 Determine a theme or central idea of the text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i>  <i>E08.A.K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</i>  <i>E08.A.C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i>  <i>E08.A.C.2.1.2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i>  <i>E08.A.C.2.1.3 Determine how the author uses the meanings of words or phrases, including figurative and connotative meanings, in a text; analyze how the impact of specific word choices on meaning and tone, include analogies or allusions to other texts.</i>  <i>E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.</i>  <i>E08.A.V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing</i></p>

<p>development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.</p> <p>CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</p> <p>CC.1.3.8.I Determine or clarify the meaning of unknown and multiple</p>		<p><i>flexibly from a range of strategies.</i></p> <p><i>E08.A.V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in words meanings.</i></p> <p><i>E08.B.K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i></p> <p><i>E08.B.K.1.1.2 Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.</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>E08.B.C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</i></p> <p><i>E.8.B.C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</i></p> <p><i>E.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</i></p> <p><i>E.8.B.C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</i></p> <p><i>E08.B.C. 3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</i></p> <p><i>E08.B.V.4.1.1 Determine or clarify the meaning of</i></p>
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<p>meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p> <p>CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.</p> <p>CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied 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.1.4.8.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain specific vocabulary to inform about or explain</p>		<p><i>unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>EO8.B.V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i></p> <p><i>EO8.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>EO8.C.1.2.2 Develop the topic with relevant, well chosen facts, definitions, concrete details, equotations, or other information or examples.</i></p> <p><i>EO8.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>EO8.C.1.2.4 Use precise language and domain specific vocabulary to inform about or explain the topic.</i></p> <p><i>EO8.C.1.2.5 Establish and maintain a formal style.</i></p> <p><i>EO8.C.1.2.6 Provide a concluding section that reinforces the claims and reasons presented.</i></p> <p><i>EO8.D.1.1.1 Explain the function of verbals (i.e. gerunds, participles, and infinitives)in general and their function in particular sentences.</i></p> <p><i>EO8.D.1.1.3 Form and use verbs in the indicative, imperative, interrogative conditional, and subjunctive mood.</i></p> <p><i>EO8.D.1.1.4 Recognize and correct inappropriate shifts in verb voice and mood.</i></p> <p><i>EO8.D.1.1.5 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</i></p> <p><i>EO8.D.1.1.9 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</i></p> <p><i>EO8.D.1.1.11 Ensure subject verb and pronoun antecedent agreement.</i></p> <p><i>EO8.D.2.1.1 Use verbs in the active and passive voice and in the conditional and subjunctive mood</i></p>
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<p>the topic. Use sentences of varying lengths and complexities. Create tone and voice through precise language. Establish and maintain a formal style.</p> <p>CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction.</p> <p>CC.1.4.8.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.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>CC.1.4.8.V Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.1.4.8.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</p>		<p><i>to achieve particular effects (e.g. emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).</i></p> <p><i>E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</i></p> <p><i>E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.</i></p> <p><i>E08.D.2.1.4 Maintain consistency in style and tone.</i></p> <p><i>E08.D.2.1.6 Choose words and phrases for effect.</i></p> <p><i>E08.E.1.1.1 Introduce text 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>E08.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>E08.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</i></p> <p><i>E08.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>E08.E.1.1.5 Establish and maintain a formal style.</i></p> <p><i>E08.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.</i></p> <p><i>Grammar:</i></p> <p><i>phrases and clauses, fragments and run-ons, varied sentence structure, verbals, using verbs in moods</i></p>
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<p>plagiarism and following a standard format for citation.</p> <p>CC.1.4.8.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.1.5.8.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.1.5.8.C Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</p> <p>CC.1.5.8.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.8.F Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</p> <p>CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</p> <p>PA History Standards: 8.1.8.B Compare and contrast a</p>		
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<p>historical event, using multiple points of view from primary and secondary sources.</p> <p>8.1.8.C Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.</p> <p>8.4.8.A Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.8.D Compare conflict and Cooperation among groups and Organizations which have impacted the History and development of the world.</p> <ul style="list-style-type: none"> <li>• <u>Math PA Core State Standards</u></li> <li>• <u>PA Content Standards</u></li> </ul>		
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	Stage 2 – Evidence
<b><u>NETS for Students</u></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration</i> <i>Research and Information Fluency</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): <i>Research based informational writing assessment/project. (Transfer: Students will develop effective oral and written communication skills.</i></p> <ul style="list-style-type: none"> <li>* <i>Students will utilize technological tools to become digital citizens.</i></li> <li>* <i>Students will understand that authors use history as an inspiration for writing). Completion of graphic organizers to</i></li> </ul>

<p>Critical Thinking Digital Citizenship Technology Operations</p>	<p>aid nonfiction reading comprehension. (Transfer: Students will develop effective oral and written communication skills.)</p> <ul style="list-style-type: none"> <li>* Students will develop effective strategies for independent reading comprehension.</li> <li>* Students will utilize technological tools to become digital citizens.</li> <li>* Students will understand that authors use history as an inspiration for writing.)</li> <li>* Students compare/contrast fictionalized versions of historical events to the nonfiction accounts. (Transfer: Students will develop effective oral and written communication skills.)</li> <li>* Students will utilize technological tools to become digital citizens.</li> <li>* Students will understand that authors use history as an inspiration for writing.)</li> </ul>
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	<p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p>Examples include but are not limited to final projects, research papers, quizzes and tests.</p> <p>List the assessments: <i>informational research-based essay quizzes/tests</i></p>
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<b>Stage 3 – Learning Plan</b>		
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<b>NETS for Students</b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
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<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Communication and Collaboration Research and Information Fluency Critical Thinking Digital Citizenship Technology Operations</i></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Discussion will reveal prior knowledge of analysis and literary techniques. Journals and writing assignments will reveal a student's ability to use content and evidence to write critically.</li> <li>• <b>What are potential rough spots and student misunderstandings?</b> Students finding relevant research. Students using MLA citation.</li> <li>• <b>How will students get the feedback they need?</b> Large group discussion Teacher conference Low-impact graded assignments (journals, etc.) Comments on writing Peer review and collaboration</li> </ul>
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	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Writer's Workshop  research activities  discussions guided  reading note-taking</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other nonfiction text, lab equipment, maps, translator, calculators)</i></p> <p>Animal Farm  Julius Caesar  The Family Romanov  Laptops  Online learning platforms (i.e. Google Classroom, Canvas)  Newsela  Study Island  Discovery Techbook</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Journals  Collaborative discussions  Brief written responses  SRI</p>
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Course: **ELA 128/ 138**  
Teacher Team: **Toto / Kleppinger**

Unit: **3 - Science as an Influence on Writing**

Grades: **8**  
Date: **July, 2015**

Stage 1 – Desired Results	
Established Goals	Enduring Understandings/Transfer
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <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"> <li>• <u>ELA PA Core State Standards</u> CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. <p>CC.1.2.8.D Determine an author’s point</p> </li></ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>Text often draws on themes, patterns, and events from science.</i> <i>Effective writers develop real or imagined experiences or events using appropriate techniques, relevant descriptive details, and well-structured event sequences.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <u>What is Transfer?</u></p> <ul style="list-style-type: none"> <li>* <i>Students will think critically.</i></li> <li>* <i>Students will develop effective oral and written communication skills.</i></li> <li>* <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>* <i>Students will demonstrate the ability to construct meaning from text.</i></li> <li>* <i>Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information.</i></li> <li>* <i>Students will utilize technological resources to become digital citizens.</i></li> <li>* <i>Students will understand that authors use science as an inspiration for writing.</i></li> <li>* <i>Students will use narrative techniques (i.e., dialogue) when writing to entertain audiences.</i></li> <li>* <i>Students will demonstrate the ability to write in the narrative mode.</i></li> </ul>
<b>Essential Questions</b>	
<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How does learning about science through literature differ from learning through informational text?</i> <i>How does a writer share real or imagined experiences through a narrative?</i></p>	

<p>of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept</p> <p>CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.</p> <p>CC.1.2.8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>CC.1.2.8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.</p> <p>CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CC.1.2.8.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.1.2.8.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.1.2.8.L Read and comprehend literary nonfiction and informational text on</p>	<b>Acquisition</b>	
	<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge? <i>Big Bang Theory</i> <i>Evolution Theory</i> <i>Space Race</i> <i>Socio-economic dynamics during the 1950s</i> <i>Learning Styles</i> <i>I.Q. Testing</i></p> <p>7. What vocabulary should students know and be able to recall? <i>Tier 2: cite, evidence, analyze, infer, summarize, compare, contrast, interpret, evaluate, predict, relevant, narrate</i> <i>Tier 3: allusion, sequence, dialogue, pacing, description, reflection, sensory language, plot, theme, setting, character, conflict, audience, purpose, task, connotation, denotation, technical meaning, context</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>Purpose of narrative writing is entertainment</i> <i>Steps of the writing process</i> <i>MLA citation</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i> <i>E08.A-K.1.1.2 Determine a theme or central idea of the text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i> <i>E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</i> <i>E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i> <i>E08.A-C.2.1.2 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</i> <i>E08.A-C.2.1.3 Determine how the author uses the meanings of words or phrases, including figurative and connotative meanings, in a text; analyze how the impact of specific word choices on meaning and tone, include analogies or allusions to other texts.</i> <i>E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.</i> <i>E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i> <i>E08.A-V.4.1.2 Demonstrate understanding of</i></p>

grade level, reading independently and proficiently.

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.G Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing

*figurative language, word relationships, and nuances in words meanings.*

*EO8.B-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.*

*EO8.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.*

*EO8.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).*

*EO8.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*

*EO8.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*

*EO8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*

*EO8.B-C.3.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*

*EO8.B-C. 3.1.2 Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.*

*EO8.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing*

how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.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.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.M Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q Write with an awareness of

*flexibly from a range of strategies.*

*EO8.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*EO8.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.*

*EO8.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*

*EO8.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.*

*EO8.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*

*EO8.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.*

*EO8.E.1.1.1 Introduce text 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.*

*EO8.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).*

*EO8.E.1.1.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*

*EO8.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.*

*EO8.E.1.1.5 Establish and maintain a formal style.*

*EO8.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.*

the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.

CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.8.B Delineate a speaker's

argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- [Math PA Core State Standards](#)
- [PA Content Standards](#)

Stage 2 – Evidence	
<b><u>NETS for Students</u></b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i>  <i>Technology Operations</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> <ul style="list-style-type: none"> <li><i>* Students will utilize graphic organizers to storyboard narrative events (Transfer: Students will use technological tools to become digital citizens. Students will use narrative techniques (i.e. dialogue when writing to entertain audiences).</i></li> <li><i>* Students write a science related narrative piece (Transfer: Students will understand that authors use science as an inspiration for writing.</i></li> <li><i>* Students will use technological tools to become digital citizens.</i></li> <li><i>* Students will use narrative techniques (i.e., dialogue) when writing to entertain audiences).</i></li> <li><i>* Students will complete double entry journals while independently reading (Transfer: Students will understand that authors use science as an inspiration for writing.</i></li> <li><i>* Students will use technological tools to become digital citizens.</i></li> <li><i>* Students will become independent readers and utilize effective comprehension strategies).</i></li> </ul>
	<b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b>
	<p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments:  <i>Written narrative (i.e. story/play)</i>  <i>Quizzes/tests</i>  <i>Digital story-telling project</i></p>

Stage 3 – Learning Plan		
<b><u>NETS for Students</u></b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live</b></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b>            Discussion will reveal prior knowledge of analysis and</li> </ul>

<p><b>productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i>  <i>Technology Operations</i></p>	<p>best practices?</p> <ul style="list-style-type: none"> <li>• Is there tight alignment with Stages 1 and 2?</li> <li>• Is the plan likely to be engaging and effective for all students?</li> </ul>		<p>literary techniques.</p> <p>Journals and writing assignments will reveal a student's ability to use content and evidence to write critically.</p> <ul style="list-style-type: none"> <li>• <b>What are potential rough spots and student misunderstandings?</b> Scientific vocabulary  Reading nonfiction text vs. fiction.  Students moving from comprehending text to analyzing text.</li> <li>• <b>How will students get the feedback they need?</b>  Large group discussion  Teacher conference  Low-impact graded assignments (journals, etc.)  Comments on writing</li> </ul>
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Writer's Workshop  Collaborative journals  Discussions  Storyboards</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other nonfiction text, lab equipment, maps, translator, calculators)</i></p> <p>Inherit the Wind  War of the Worlds  Flowers for Algernon  What on Earth: An Ecology Reader (Great Books)?  Laptops  Online learning platforms (i.e. Google Classroom, Canvas)  Digital storytelling software/Movie creation software</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Journals  Collaborative discussions  Brief written responses  Entrance and exit tickets  SRI</p>





Course: **ELA 128 / 138**  
Teacher Team: **Toto / Kleppinger**

Unit: 4 - **Creating Societies**

Grades: **8**  
Date: **July, 2015**

<b>Stage 1 – Desired Results</b>	
<b>Established Goals</b>	<b>Enduring Understandings/Transfer</b>
<p>1. What 21<sup>st</sup> Century Essentials included in the mission statement will this unit address? <i>Effective Communication Skills</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"> <li>• <u>ELA PA Core State Standards</u> CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events. CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and</li> </ul>	<p><b>Written as a declarative statement, an enduring understanding is a “big idea” that focuses on larger concepts, principles, and processes that go beyond discrete facts or skills. Enduring Understandings are applicable to new situations across content areas and <u>TRANSFERABLE</u> (the ability to learn in one context and apply to a new situation, particularly outside of the classroom) to the real world.</b></p> <p>3. List the Enduring Understanding(s): <i>Text often draws on themes, patterns, and events from science. Effective writers develop real or imagined experiences or events using appropriate techniques, relevant descriptive details, and well-structured event sequences.</i></p> <p>4. What do you want students to do with this knowledge or skill beyond this course? <u>What is Transfer?</u></p> <ul style="list-style-type: none"> <li>* <i>Students will think critically.</i></li> <li>* <i>Students will develop effective oral and written communication skills.</i></li> <li>* <i>Students will develop effective strategies for independent reading comprehension.</i></li> <li>* <i>Students will demonstrate the ability to construct meaning from text.</i></li> <li>* <i>Students will demonstrate the ability to interpret, analyze, evaluate, and synthesize information.</i></li> <li>* <i>Students will utilize technological resources to become digital citizens.</i> <ul style="list-style-type: none"> <li>* <i>Students will meet the demands of task, purpose, and audience when writing.</i></li> <li>* <i>Students will appropriately and effectively collaborate with their peers.</i></li> </ul> </li> </ul>
	<b>Essential Questions</b>
	<p><b>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</b></p> <p>5. List the Essential Question(s) that students should ponder, wonder about or explain by the end of this unit: <i>How does human nature impact the creation of a society and the interactions among the people within the group?</i> <i>How does a writer communicate clearly and effectively?</i></p>

<p>domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.8.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.1.2.8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of</p>	<b>Acquisition</b>	
	<p><b>Students will know...</b></p> <p>6. What facts should students know and be able to use to gain further knowledge?</p> <p>7. <i>Elements of utopian and dystopian societies</i> <i>Communism</i> <i>Collectivism</i></p> <p>8. What vocabulary should students know and be able to recall?</p> <p>9. <i>Tier 2: cite, evidence, analyze, infer, summarize, compare, contrast, interpret, evaluate, predict, relevant,</i></p> <p><i>Tier 3: Point of View, memoir, plot, theme, character, setting, audience, purpose, task</i></p> <p>8. What basic concepts should students know and be able to recall and apply? <i>Writers focus on audience, task, and purpose.</i> <i>Utopian societies are idealistic.</i></p>	<p><b>Students will be skilled at... (be able to do)</b></p> <p>9. What discrete skill and processes should students be able to demonstrate? <i>E08.A-K.1.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</i> <i>E08.A-K.1.1.2 Determine a theme or central idea of the text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</i> <i>E08.A-K.1.1.3 Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.</i> <i>E08.A-C.2.1.1 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</i> <i>E08.A-C.2.1.3 Determine how the author uses the meanings of words or phrases, including figurative and connotative meanings, in a text; analyze how the impact of specific word choices on meaning and tone, include analogies or allusions to other texts.</i> <i>E08.A-C.3.1.1 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.</i> <i>E08.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</i> <i>E08.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in words meanings.</i> <i>E08.B-K.1.1.2 Determine a central idea of a text and analyze its development over the course of a</i></p>

each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

CC.1.3.8.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.8.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.1.3.8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CC.1.4.8.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and

*text, including its relationship to supporting ideas; provide an objective summary of the text.*

*EO8.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).*

*EO8.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*

*EO8.B-C.2.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*

*EO8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*

*EO8.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.*

*EO8.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.*

*EO8.C.1.1.1 Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.*

*EO8.C.1.1.2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

*EO8.C.1.1.3 Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

information into broader categories; use appropriate and varied 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.

CC.1.4.8.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. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.G Write arguments to support claims. CC.1.4.8.H Introduce and state an opinion on a topic.

CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

*E08.C.1.1.4 Establish and maintain a formal style.*

*E08.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.*

*E08.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.*

*E08.C.1.2.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information or examples.*

*E08.C.1.2.3 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*

*E08.C.1.2.4 Use precise language and domain specific vocabulary to inform about or explain the topic.*

*E08.C.1.2.5 Establish and maintain a formal style.*

*E08.C.1.2.6 Provide a concluding section that reinforces the claims and reasons presented.*

*E08.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.*

*E08.C.1.3.2 Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*

*E08.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.*

*E08.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*

*E08.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.*

*E08.D.2.1.2 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

CC.1.4.8.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. Create tone and voice through precise language. Establish and maintain a formal style.

CC.1.4.8.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.M Write narratives to develop real or imagined experiences or events.

CC.1.4.8.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.8.O Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q Write with an awareness of

*E08.D.2.1.3 Vary sentence patterns for meaning, reader/listener interest, and style.*

*E08.D.2.1.4 Maintain consistency in style and tone.*

*E08.D.2.1.5 Choose punctuation for effect.*

*E08.D.2.1.6 Choose words and phrases for effect.*

*E08.E.1.1.1 Introduce text 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.*

the stylistic aspects of writing. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. Use sentences of varying lengths and complexities. Create tone and voice through precise language.

CC.1.4.8.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.8.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CC.1.4.8.U Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

CC.1.4.8.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.8.A Engage effectively in a range of collaborative discussions, on grade

level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.8.D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

CC.1.5.8.E Adapt speech to a variety of contexts and tasks.

CC.1.5.8.G Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.

- [Math PA Core State Standards](#)
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Stage 2 – Evidence	
<b>NETS for Students</b>	<b>PERFORMANCE TASK(S)—can include transfer tasks and Project-Based Learning</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation Communication and Collaboration 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> <ul style="list-style-type: none"> <li><i>* Students will complete double entry journals while reading independently. (Transfer: Students will read independently and utilize effective comprehension and analysis strategies. Students will meet the demands of task, purpose, and audience when writing. Students will use technological tools to become digital citizens.)</i></li> <li><i>* Students will complete a RAFT (Role, Audience, Format, Topic) project. (Transfer: Students will meet demands of task, purpose, and audience when writing. Students will appropriately and effectively collaborate with peers.</i></li> <li><i>* Students will use technological tools to become digital citizens.)</i></li> <li><i>* Students will participate in simulations which represent utopian or dystopian societies. (Transfer: Students will meet the demands of task, purpose, and audience when writing. Students will appropriately and effectively collaborate with their peers. Students will use technological tools to become digital citizens).</i></li> </ul> <p><b>OTHER SUMMATIVE ASSESSMENTS—can include factual recall</b></p> <p><i>Examples include but are not limited to final projects, research papers, quizzes and tests.</i></p> <p>List the assessments: <i>Student-centered writing piece Project Quizzes/Tests</i></p>

Stage 3 – Learning Plan		
<b>NETS for Students</b>	<b>Learning Activities</b>	<b>Progress Monitoring/Formative Assessment</b>
<p><b>NETS—National Educational Technology Standards; i.e., the standards for evaluating the skills and knowledge students need to learn effectively and live</b></p>	<p>Questions to consider while planning:</p> <ul style="list-style-type: none"> <li>• Are transfer and acquisition addressed in the learning plan?</li> <li>• Does the learning plan reflect principles of learning and best practices?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How will you monitor students’ progress toward acquisition, meaning, and transfer during learning activities?</b> Discussion will reveal prior knowledge of analysis and literary techniques.</li> </ul>



<p><b>productively in an increasingly global and digital world.</b></p> <p><i>Creative and Innovation</i>  <i>Communication and Collaboration</i>  <i>Critical Thinking</i>  <i>Digital Citizenship</i>  <i>Technology Operations</i></p>	<ul style="list-style-type: none"> <li>Is there tight alignment with Stages 1 and 2? <ul style="list-style-type: none"> <li>Is the plan likely to be engaging and effective for all students?</li> </ul> </li> </ul>		<p>Journals and writing assignments will reveal a student's ability to use content and evidence to write critically.</p> <p>Students will write reflections throughout the simulation.</p> <ul style="list-style-type: none"> <li><b>What are potential rough spots and student misunderstandings?</b></li> </ul> <p>Students appropriately and effectively working collaboratively in groups.</p> <p>Reading a text that incorporates both first and third persons (understanding the concept of a collective).</p> <ul style="list-style-type: none"> <li><b>How will students get the feedback they need?</b></li> </ul> <p>Large group discussion Teacher conference</p> <ul style="list-style-type: none"> <li>Low-impact graded assignments (journals, etc.)</li> <li>Comments on writing</li> </ul>
	<p><b>List planned activities</b>  <i>(examples include but are not limited to: experiments, guided reading, worksheets, discussions, note-taking, research, games):</i></p> <p>Writer's Workshop  Discussions  Guided reading  Simulation</p>	<p><b>List resources required</b>  <i>(examples include but are not limited to: laptops, iPads, websites, digital cameras, magazines, Blackboard, textbooks, novels, primary source documents, other nonfiction text, lab equipment, maps, translator, calculators)</i></p> <p>Lord of the Flies  Fahrenheit 451  Anthem  Laptops  Online learning platforms (i.e. Google Classroom, Canvas)</p>	<p><b>FORMATIVE ASSESSMENTS—any non-graded, diagnostic assessment administered prior to or during a unit that reflects prior knowledge, skill levels, and potential misconceptions.</b></p> <p><i>Examples include but are not limited to: Pre-tests, clickers (CPS), mini whiteboards, entrance and exit tickets, CDTs, DIBELS, Aimsweb</i></p> <p>Journals  Collaborative discussions Brief  written responses  Anticipation Guide  Entrance and exit tickets  SRI</p>