

Understanding By Design_Supplemental Level 2

UbD_Grammar and Language

Title of Unit	Grammar & Language	Grade Level	8th
Curriculum Area	ELA supplemental	Time Frame	8 weeks
Developed By	Hargrave		
suggested texts	"All Summer in a Day" Ray Bradbury; "Amigo Brothers" Piri Thomas; "The Scholarship Jacket" by Marta Salinas; "Icarus and Daedalus" by Josephine Preston Peabody		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.1.A

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

CCSS.ELA-LITERACY.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

CCSS.ELA-LITERACY.L.8.1.D

Recognize and correct inappropriate shifts in verb voice and mood.*

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

CCSS.ELA-LITERACY.L.8.2.B

Use an ellipsis to indicate an omission.

CCSS.ELA-LITERACY.L.8.2.C

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.8.4

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.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Correct use of grammar will make communication effective.</p> <p>Spelling words correctly helps communication.</p> <p>Putting words together effectively is a communication tool.</p> <p>Good grammar is essential to good writing.</p>	<p>Why do writers need to use grammar correctly?</p> <p>How does spelling help communication?</p> <p>What parts of speech or sentence parts are clues to punctuating a sentence?</p>	<p>How does the ability to recognize and use the correct forms of the parts of speech and their functions in a sentence help an author write more effectively?</p> <p>How can a graphic organizer help a writer structure a paragraph?</p>
Related Misconceptions		
<p>misuse of standard english common errors such as: there, their, and they're; to, two, and too; where, were, and we're; its and it's; then and than; cold have vs. "could of;" are and our; know and no; new and knew; accept and except; affect and effect</p> <p>misuse of punctuation</p> <p>misuse of grammar that diverts means</p> <p>negative vs positive connotations</p>		

Knowledge Students will know...	Skills Students will be able to...	

Be able to tell what part of speech any given word is.

difference between a common noun and a proper noun and examples of both

specific adverbs that do NOT modify a verb & how they would be used

articles & proper adjectives - what they are & examples of them

verb tense - what it means & examples of verb tenses

common conjunctions

the difference between an action & linking verb & examples of what each is

the difference between a preposition or adverb (how the same word can be both) & why

3 forms of personal pronouns and examples of each

what an antecedent is & how one would be used

Identify parts of speech.

Correct run on sentences.

Correct sentence fragments.

Recognize and correct common usage problems.

Vary sentence patterns for meaning, reader interest, and style.

Demonstrate the correct use of capitalization, punctuation, and spelling when writing.

Demonstrate the correct use of grammar and usage when writing or speaking.

Assessment Evidence (Stage 2)

Performance Task Description

<http://www.ereadingworksheets.com/languageartworksheets/free-grammar-worksheets/>

Practice using commas and semicolons
Practice punctuations and end marks
"Easter Island" and comma worksheet
Practice Capitalization
Using common and proper nouns
Practice using contractions
Create homonyms and homographs
differentiate between subject, predicate, and objects

Write a response paragraph in the reading log to each of the following works, relating them to the theme of Choices using proper grammar and apply each skill from each lesson throughout this unit : "All Summer in a Day" Ray Bradbury; "Amigo Brothers" Piri Thomas; "The Scholarship Jacket" by Marta Salinas; "Icarus and Daedalus" by Josephine Preston Peabody

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

CCSS.ELA-LITERACY.L.8.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.5.A

Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-LITERACY.L.8.5.B

Use the relationship between particular words to better understand each of the words

Knowledge of Language:

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.3.A

Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Vocabulary Acquisition and Use:

Other Evidence

class discussions

- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

Students are still learning the fundamentals of writing and will practice using Standard English, proper mechanics, sentence structure, and correct word-choice. Students will have opportunity to revise and improve.

Students will encounter a work of literature that is intentionally written in poor grammar (excerpt from "Flowers for Algernon") <http://www.sdfo.org/gj/stories/flowersforalgernon.pdf>. Students will have the opportunity to identify and fix those mistakes.

Students will reflect after minor writing assignments so that they could make improvements and revision to written work. Also, since they are using stories to teach grammar, they are exposed to the way English is correctly written and communicated.

Students will self-evaluate after receiving feedback and peer-editing sessions. Students will also maintain record to keep track of their assignments and assessments which will be accessible for review to make progress in this unit and reach overarching skill.

The unit is tailored to be personalized by offering graphic organizers and other visuals to enhance learners, videos, presentations, note-taking organizers, group work, and accessing other talents for students to share and express through writing standards.

The unit will be organized so the concepts and skills are scaffolded to be easily built upon and applied.

Title of Unit	Poetry and the Urban Experience	Grade Level	8th
Curriculum Area	English	Time Frame	1 marking period (8 weeks)
Developed By	Krystal Hargrave		
Suggested texts	“Dear Mama” and “Rose that Grew from Concrete” by Tupac Shakur, “Mother to Son” and “Theme for English B” by Langston Hughes “Everyday We Get More Illegal” by Juan Felipe Herrera, “Still I Rise” Maya Angelou, “For Trayvon Martin” by Reuben Jackson		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.RL.8.2

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.

CCSS.ELA-LITERACY.RL.8.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RL.8.5

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

Understandings

Essential Questions

Overarching Understanding	Overarching	Topical
<p>Poetry is a literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature</p> <p>Poetry is intended to draw you into someone else’s world of thought, emotions, and ideas</p> <p>Poetry is intended to be originated and introduced as part of the individual</p>	<p>How do people break away from poverty?</p> <p>How do people use a negative circumstance as inspiration?</p> <p>How can poetry be the mouthpiece for oppressed people?</p> <p>How do poetic techniques help express someone’s emotions?</p>	<p>Why is figurative language and poetic techniques used in poetry?</p> <p>How is poetry a form of expression?</p> <p>How does each poet from this unit use symbolism and metaphor?</p> <p>How does art express the urban experience?</p> <p>How do the poets’ lives influence the poetry?</p>
Related Misconceptions		
<p>Poems must rhyme</p> <p>Poets write or perform their work by emulating others</p> <p>People can not defeat poverty</p> <p>hip hop lyrics is never a form of poetry</p>		
Knowledge Students will know...	Skills Students will be able to...	

that poetry is literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature

Symbolism is the use of **symbols** to signify ideas and qualities by giving them **symbolic** meanings that are different from their literal sense. **Symbolism** can take different forms. Generally, it is an object representing another to give it an entirely different meaning that is much deeper and more significant

hip hop also includes poetic devices

Metaphor is a **figure of speech** which makes an implicit, implied or hidden **comparison** between two things that are unrelated but share some common characteristics. In other words, a resemblance of two contradictory or different objects is made based on a single or some common characteristics.

Figurative language is using figures of speech to be more effective, persuasive and impactful. Figures of speech such as metaphors, similes, allusions go beyond the literal meanings of the words to give the readers new insights.

many people are born into poverty and there are institutions that keep people in poverty so that it perpetuates

compare styles and themes between poets

create poems by addressing personal emotions and ideas

Compare themes between two or more poems

Compare the use of figurative language between two or more poems

research poet's biographical information

analyze the impact of poets life on work

Research current events in order to make relevant connections to the poetry explored in this unit

Assessment Evidence (Stage 2)

Performance Task Description

Goal	Compare contemporary hip hop songs to classic poetry.
Role	Student presents comparisons between theme, perspective, time period, and poetic devices.
Audience	8th grade supplemental class

Situation	There is an ongoing debate whether certain genres of music can be considered poetry, yet the poetic devices and structure of music and poetry tend to align. Students will find a song in order to argue that it is a poem by comparing song to well-known poem from unit.
Product/Performance	Students will create a presentation comparing the theme of both poems, the biographical background of both writers, and impact of life on work of art, perspective, time period, and use of poetic devices. (Student can chose between comparison paper, PowerPoint or Prezi Presentation, Poster presentation/ tri-board with oral presentation, etc.)
Standards	<p>CCSS.ELA-LITERACY.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.1.A Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.8.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.8.1.D Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.8.1.E Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

Other Evidence

<http://www.paulcarl.com/teaching-poetry-through-rap/>
<https://www.scholastic.com/teachers/lesson-plans/teaching-content/tupac-shakur-language-arts/>
<http://observer.com/2015/07/teaching-kendrick-lamar-and-social-justice-in-and-outside-the-classroom/>

Learning Plan (Stage 3)

Where are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**

Students have been exposed to poetry, but not a wide variety. Students are heading in the directions of making dual comparisons through poetry and eventually will be able to not only access acquired knowledge but will be able to access emotions and ideas in order to create their own unique poetry. For the performance task, students will support the argument that music is also poetry by exploring and analyzing various elements.

How will you hook students at the beginning of the unit?

Students are introduced to unconventional and/or urban poetry through listening to a hip hop song: “Dear Mama” (This opening of the unit will be followed by the first poem to be studied which is “Mother to son” by Langston Hughes

What events will help students experience and explore the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**

Current events in politics, death of innocent African-Americans, movements such as “Black Lives Matter” and recent social protest “Day without immigrants” can help students to relate and make relevant connections to poetry explored in this unit. Students will be equipped with research skills in order to better inform themselves on the previous mentioned events and institutions.

How will you cause students to reflect and rethink? **How will you guide them in rehearsing, revising, and refining their work?**

Students will have much time to share-out on their ideas and work which will enable their peers to self-reflect and rethink concepts and products they’ve created. I will provide frequent feedback and conduct teacher-student conferences.

How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?

Students will keep records of their work, both minor and major, in order to evaluate the quality and rigor of their ideas throughout the entirety of the year.

How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

I will tailor and personalize the learning plan by providing options for assignments and assessments as long as they measure the skills needed to master throughout this course. Students will also have the opportunity to learn in various ways- visually, artistically, verbally, etc. Students have the freedom to express their feelings and thoughts which is the overall purpose of this unit.

How will you **organize and sequence the learning activities to optimize the engagement and achievement of ALL students?**

The learning activities will be sequenced in a way that the concepts and skills are scaffolded and can be built upon. They will be hooked through music, they will learn about the intention on poetry, the strategy and poetic devices that make up poetry, then students will practice comparing/ contrasting, which will help them with research skills. Those skills combined and practiced habitually will guide students to higher leveled skills such as analysis, making connections, and dual-comparisons.

Title of Unit	Conventions of Drama and Dramatizing Classic Poetry	Grade Level	8th Grade Applications (Level 2)
Curriculum Area	English	Time Frame	1 marking period
Developed By	Hargrave/ Morgan		
Suggested Resources:	<ul style="list-style-type: none"> • Dramatizing Classic Poetry for Middle and High School Students by Louise Thistle • https://www.pioneerdrama.com/SearchDetail.asp?pc=DRAMAPOETR&id=8 		
Identify Desired Results (Stage 1)			
Content Standards			

- RL.8.2. 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.
- RL.8.3. 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.
- RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script
- RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
 - Use 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.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.7. 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.
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly
- SL.8.4. 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.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Literature comes in a vast range of forms including poetry, prose and drama • Some forms of literature are meant to be performed • Old stories can apply to the modern world 	<ul style="list-style-type: none"> • Why are stories passed on from one generation to another? • What makes poetry similar or different from other forms of literature? • 	<ul style="list-style-type: none"> • What cultural factors influence classic poems? •
Related Misconceptions		
<ul style="list-style-type: none"> • Stories do not change over time • There is only one way to perform a dramatic work 		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none"> • Poetry can often give clues to the values or norms of the society it originates from • Ancient stories can apply to the modern world • 	<ul style="list-style-type: none"> • Determine trustworthy sources • Analyze how stories change over time or are influenced by culture and history 	
Assessment Evidence (Stage 2)		
Performance Task Description		

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Narrative - A poem, retold as prose

- Students will research a classic poem, researching the author, uncovering its origin and meaning
- Students will compile notes and write an analysis of the story including the theme or message of the myth and what values and/or norms of the society may have influenced it
- Using their notes and their "My Values" response, students will create a retelling of the story that considers their own values and norms
-

Performance- Dramatizing the poems

- Students will work in small groups and select a poem that is of interest to them.
- As a group, they will create a narrative that represents a modern retelling of the poem, including dialogue, a cast of characters, and stage directions.
- The group will construct a performance of their retelling of the poem as a dramatic work
-

Other Evidence

- class discussions
- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Anticipatory set: "My Values" students will answer a series of 'Strongly Agree, Agree, Disagree, Strongly Disagree' prompts that deal with their values, norms and preferences by moving around the room to designated areas labeled with the four
- Reflection/ Journal on one's own values and preferences
- Deciding on class norms for performance and acting
- Reviewing the norms of theater - stage directions, blocking scenes, reading a play or script, being respectful of performers
- Improv exercises and games - getting students comfortable with performing in class
- Dramatizing poems- use Thistle text to act out a variety of classic and modern poems
- Class discussion - reflecting on the poems and connecting to prior knowledge and previous lessons
- Dramatizing poems - stop to reflect on prior knowledge and connections with written reflections and journals
- Research - finding a poem, determining essential background information and the meaning behind the poem
- Using a plot diagram to map a retelling of the poem - parts of a story, conventions of dialogue, morals and messages
- Create graphic organizers/ story maps as a class
- Writing and drafting - your re-told poem
- peer editing - reviewing norms and strategies
- peer editing - providing feedback
- Writing the final draft
- Creating visual aides to accompany the re-imagined poems
- Gallery walk - sharing the stories
- Practice - performances - dramatizing the stories
- Rehearsing the dramatizations - small groups
- Class performances
- Reflections - class discussion

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
 ISBN # 0-87120-313-8 (ppk)

Understanding By Design Unit Template

Title of Unit	Drama - Creating a dramatic work	Grade Level	8th Grade Applications (level 2)
Curriculum Area	English	Time Frame	1 marking period
Developed By	Hargrave/ Morgan		

Identify Desired Results (Stage 1)

Content Standards

- **W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
 - **A. 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.**
 - **B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.**
 - **C. Use 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.**
 - **D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**
 - **E. Provide a conclusion that follows from and reflects on the narrated experiences or events.**

- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature
- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

-

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<ul style="list-style-type: none"> • Many stories use the same narrative structure effectively • 	<ul style="list-style-type: none"> • How does the era a story was written in impact the message or moral of the story? • 	<ul style="list-style-type: none"> • How would a classic story change in a modern setting? •
Related Misconceptions		
<ul style="list-style-type: none"> • Every story follow a different pattern • 		
Knowledge Students will know...	Skills Students will be able to...	
<ul style="list-style-type: none"> • The structure of a narrative • The hero's journey structure and how it repeats in narratives across history • How to use a plot diagram 	<ul style="list-style-type: none"> • Create a narrative inspired by a story they have read • Determine what aspects of an existing story they want to keep and which they want to change • 	
Assessment Evidence (Stage 2)		

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Adopt a Poem
 - The class will select a favorite poem to “Adopt” as the official poem of their applications class
 - Chalk talk - students will write words that they believe connect to the poem - it’s values, meaning and message
 - Students will write a RAFT with the Audience of the poem, and the Topic of welcoming it to class
 - the class will create a motto or slogan meant to inspire or motivate, using keywords and phrases inspired by the poem
 -

- Narrative writing - Re- telling nonfiction or literature from English class
 - Students will select a story or novel from English class to focus on
 - Analyze the context of the story (role: Anthropologist) to determine outside influences, culture, time period, place
 - Consider how the context of the story impact its message or moral
 - Rough draft - write a re-telling of your story using your own experiences to influences shifts in the story
 - Peer editing - respond with written feedback
 - Write the final draft
 - Share stories - gallery walk or presentations

- Class Dramatization - a retelling of a nonfiction or fiction story from English class
 - class discussion or chalk talk - students will share their favorite parts from each student’s retelling
 - Graphic organizers - the class will decide what parts from each student’s retelling to include in the class’s dramatization
 - Adding in the adopted poem- the class will discuss elements of their class’s “Adopted” poem that they would like to infuse in the dramatic retelling, determining which parts are appropriate for the task and would enhance the story the class is crafting
 - Outline of the story - done as a class
 - Script - broken into sections - written by individual students or small groups
 - Rehearsing the scenes - use chalk talk or notes to record things that work and things to be improved
 - Mini lesson - creating stage directions
 - revising the script
 - performance
 - reflection - class discussion or written response

Other Evidence

- class discussions
- do now prompts
- written reflections
- notes
- 1 on 1 support as needed

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Anticipatory set: vote on favorite stories from this year (in this class and English class)
 - Create campaign slogans or logos for different stories
 - Written explanation - why the story is a favorite
 - Vote using google forms
- Students select a story or novel from English class to focus on
- Analyze the context of the story to determine outside influences, culture, time period, place
- Written response to research: Consider how the context of the story impact its message or moral
- Rough draft - write a re-telling of your story using your own experiences to influences shifts in the story
- Grammar review - common errors to watch for, ways to strengthen your writing
- Adopt a poem activity
- Peer editing - respond with written feedback
- Write the final draft
- Create a visual aid to accompany the final draft
- Share stories - gallery walk or presentations
- class discussion or chalk talk - students will share their favorite parts from each student's retelling
- Graphic organizers - the class will decide what parts from each student's retelling to include in the class's dramatization
- Adding in the adopted poem - the class will determine which aspects of their class' adopted poem should be included in the retelling
- Class outline of the story
- Divide the script so each student has a part
- Write the script
- Rehearse the scenes - use chalk talk or notes to record things that work and things to be improve
- Mini lesson - creating stage directions
- revising the script
- 2nd run through - table read or rehearsal
- Class discussion - dramatizing - what works and what needs to be improved
- Class performances
- Reflection - class discussion or written response

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)