UbD Level 1_ 7ᵗʰ grade

Title of Unit	Social Justice and Progress	Grade Level	7ᵗʰ grade
Curriculum Area	ELA	Time Frame	8 weeks
Developed By	Krystal Hargrave & Brittany Morgan		
Suggested texts	"Risking Everything: A Freedom Summer Reader" by Michael Edmonds; " Shooting Kabul" by N.H. Senzai		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure:

CCSS.ELA-LITERACY.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama

CCSS.ELA-LITERACY.RL.7.9

Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1.B

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

CCSS.ELA-LITERACY.W.7.1.C

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

CCSS.ELA-LITERACY.W.7.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.7.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

Racism is prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

Boycott is withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.

Social justice is the distribution of wealth, opportunities, and privileges within a society.

Culture is the act of developing the intellectual and moral faculties

A heroine is:

    a : a mythological or legendary woman often of divine descent having great strength or ability

    b : a woman admired and emulated for her achievements and qualities <American *heroines* such as Eleanor Roosevelt and Rosa Parks> <remembered as the *heroine* of the flood>

    2a : the principal female character in a literary or dramatic work <the *heroine* of Shakespeare's *Romeo and Juliet*>

Human rights are rights (as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons

Tolerance is sympathy or indulgence for beliefs or practices differing from or conflicting with one's own or the act of allowing something

Acceptance is to receive (something offered) willingly or to give admittance or approval

Social conventions are A **convention** is a set of agreed, stipulated, or generally accepted standards, norms,**social** norms, or criteria, often taking the form of a custom (set by society) - generally agreed upon

Empathy is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully

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In what ways do heroes and heroines have an impact on society?

How does our culture inspire us?

How can we help marginalized groups of people? Why is it everyone's responsibility?

How is tolerance and acceptance different?

How does racism exist in our society today?

How do Social conventions help or hurt us?

In what ways can we change a social institution?

How is Boycotting a form of social protest? How does Boycotting have an impact on societal progress?

How does living under authoritarian leadership affect the citizens of that place?

How do the characters from these texts break social conventions?

How do you break social conventions?

How do these characters act as heroes or heroines?

How does culture influence the characters in these texts?

Related Misconceptions	
Racism does not exist in today's America	
Non-violent protest like boycotting is not effective	
Only citizens from other countries are negatively impacted by tyranny and terrorism	
Culture always influences personal beliefs	
Tolerance is the same as acceptance	
Social conventions must be abided by and are indestructible	

Knowledge Students will know…	**Skills** Students will be able to…
Culture is based on community and human intellectual achievement Unjust leadership and institutions have negative impacts on all members in and out of a community Social conventions can be challenged	Analyze characters and their importance to a plot Infer why certain events take place in a text and in the "real-world" Evaluate the importance of certain events in relation to the plot Compare and contrast concepts in dual text Create potential solutions to conflicts posed in a text Make predictions about upcoming events in the text Make inferences about literary devices Use context to give and draw meaning from unfamiliar words and key terms

Assessment Evidence (Stage 2)

Performance Task Description

	Students use narrative and research skills to create a realistic story in the perspective of a character in another country going through similar situation as character from the text as well as including real-world scenarios based on research.
	Final product can be one page narrative, 8 panel comic strip, or two-three minute presentation- format is optional to provide differentiation.
	Students will use narrative techniques while informing peers on specific world issues through research.
	Empathizing with citizens around the globe and learning about worldly political issues
● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/Performance** ● **Standards**	CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-LITERACY.W.7.3.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. CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CCSS.ELA-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

Other Evidence

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 are intended to empathize and learn about world issues and the obstacles people face around the globe. It is anticipated that students only know what they hear through local and nationwide news opposed to international news. Students will be able to create a situation and solution to that real-life problem through narrative.
● 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?**	The students are able to experience and explore what social justice means and what it's like when conditions and laws are unjust for marginalized groups of people.
● **How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?**	Students have much opportunity to revise writing and revisit same themes and skills through various texts.
● **How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?**	Students can self-evaluate through keeping records of assignments and assessments as well as revisit themes and skills in a wide range of texts throughout of 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?**	Students will have the option of which books they would like to read, students will have opportunity to express themselves and explore their creativity through narrative writing.

All skills will be scaffolded where overarching skills and concepts can build upon one another. |
| ● **How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?** | vocab in context from text
compare themes through excerpts from each text or completed dual text
Chapter Notes organizer - lit devices, inferences, important events, explain/ evaluate important events, creating questions as students read |

UbD_ Emigration & Immigration

Title of Unit		Grade Level	7th Grade
	Emigration & Immigration		
Curriculum Area	ELA	Time Frame	6 weeks

Developed By	Hargrave & Morgan
Suggested Texts	"Yes! We are Latino" by Alma Flor Ada and Isabel Campoy; " Inside Out and Back Again" by Thanhha Lai

Identify Desired Results (Stage 1)
Content Standards

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.W.7.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.7.2.E

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.7.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

CCSS.ELA-LITERACY.W.7.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8

Understandings	Essential Questions	
Overarching Understanding	**Overarching**	**Topical**
In the study of history as an academic discipline, a **primary source** (also called original **source** or evidence) is an artifact, a document, diary, manuscript, autobiography, a recording, or other **source** of information that was created at the time under study. People emigrate for many different reasons. These reasons can be classified as economic, social, political or environmental: economic migration - moving to find work or follow a particular career path. Social migration - moving somewhere for a better quality of life or to be closer to family or friends. Migration is when one moves from one place to another Immigration the action of coming to live permanently in a foreign country Immigrants experience a wide variety of problems when they arrive to a new environment	How do primary resources give us insight into a specific experience? How does the immigrant experience differ from people whose origin is from a specific country? How does the immigrant experience impact one's self-perception? How do people become acclimated to a new environment? How do people balance customs and traditions from original birthplace to place of migration?	How do people handle opposition to a dictator? Why do people emigrate? How do immigrants' experiences differ? How are they similar? How do we find beauty in what's different? How does language connect one another?
Related Misconceptions		
Immigrants spread crime Immigrants always come to America "illegally" It is just as easy to come to America as it was when some of our ancestors arrives Immigrants refuse to learn the language of their new country The goal for immigrants is to become "Americanized"		
Knowledge Students will know…	**Skills** Students will be able to…	

	analyze characters through dialogue, description, actions, and thoughts
That immigrants are looking for opportunity and freedom	interpret and make inferences about quotes from the texts
Immigrants experience a wide range of issues including being apart from family from their country of origin and feel pressured to assimilate	make inferences about literary devices
Many times immigrants identify with more than one culture	make connections between their experiences and character experiences
Assimilation is the process of taking in and fully understanding information or ideas	draw comparisons between dual text in terms of theme
	research information about immigration throughout history and in modern-day society
	evaluate sources that are reliable and credible

Assessment Evidence (Stage 2)

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/** **Performance** ● **Standards**	Students use primary resources to explore the experience of an immigrant. Students can interview family members or use research of documents, manuscripts, documentaries, autobiographies, etc. in order to inform peers about the immigrant experience. Students will also have the option to narrate their own experience as an immigrant if applicable. Students will address potential issues during that time period and today using comparison skills practiced throughout the unit. The final product can be written, visual poster, presentation via technology, etc - optional for differentiation CCSS.ELA-LITERACY.W.7.5 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.) CCSS.ELA-LITERACY.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. Research to Build and Present Knowledge: CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification

Other Evidence

  http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php

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 understand their experience or have insight on family or friends experience as immigrants. Reading texts from this unit will provide a wide range of insight from various characters and places.

Students will be hooked through a video clip of "The Good Lie" to show how and why people flee their countries. It also reveals the obstacles people face when emigrating their own country or immigrating to a new country. https://www.youtube.com/watch?v=ygG9Xh_EhMQ

Students will explore current events in today's America where immigrants are vulnerable to deportation. We will go over news articles and news in video format for students to be re-introduced and reminded to immigrants status in today's America.

Students will have opportunities to reflect and rethink through writing tasks and students will continuously be provided with feedback and opportunities to master critical skills.

Students will self-evaluate through using rubrics and maintaining record of assessment and assignments throughout this unit.

    Students will have an opportunity to express themselves, use multimedia for assignment and other important performance tasks which will ensure student learning through engagement and personal talents and skills.

Students will be introduced to historical context of the themes throughout this unit and then help students make connections and research modern social issues in relation to immigration. All assignments and skills are scaffolded and intended to be built upon throughout the unit.

UbD_ Family, Friends, and other Relationships

Title of Unit	Family, Friends, and Other Relationships	Grade Level	7th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Krystal Hargrave & Brittany Morgan		
Suggested Text	"If I Ever Get Out of Here" "Bud, Not Buddy" " Bridge to Terabithia"		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.3.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.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.7.3.D

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

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Imagination is the faculty or action of forming new ideas, or images or concepts of external objects not present to the senses The Great Depression is (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors. People come become homeless for many reasons Raising a family as a single parent has many challenges but is very possible		How do people cope when they don't fit in? How does our imagination free us from our problems? How do families help each other through hard times or difficult situations? What makes a certain relationship "unlikely" or "odd?" Why is it important to experience unlikely friendships?	How did the Great Depression impact Americans' lives? How did the Great Depression impact immigrant lives? How do single parents play the roles of both parents? Why is it important to analyze a character? How does it help us understand the plot better? How do friendships change someone's life?
Related Misconceptions			How do friends become family? What is the difference between the two?
People become friends with one another based on commonalities Family has more of an impact than family does on a person's life Being different than someone separates us from them The great depression only affected American-born citizens		What can we learn from people who are different than us? How do people fight homelessness and poverty?	
Knowledge Students will know…		**Skills** Students will be able to…	

Historical context refers to the moods, attitudes, and conditions that existed in a certain time. **Context** is the "setting" for an event that occurs, and the elements, conditions, and characteristics of this specific time will have an impact on the relevance of the event.	construct a plan and a fantasy world to escape "pressures of the world"
	analyze different relationships through description, dialogue, actions, and thoughts of other characters
Fantasy is a fiction **genre** set in an imaginary universe, often but not always without any locations, events, or people from the real world. Most **fantasy** uses magic or other supernatural elements as a main plot element, theme, or setting. Magic and magical creatures are common in many of these imaginary worlds.	Analyze a plot by explaining historical context and current event
	compare themes through dual text
	infer how an event is society impacts the citizens that live there
What the Great Depression is and how it occurred	evaluate the importance of events that take place in a text
The Depression hit hardest those nations that were most deeply indebted to the **United States**, i.e., **Germany** and **Great Britain**. In **Germany**, unemployment rose sharply beginning in late 1929, and by early 1932 it had reached 6 million workers, or 25 percent of the work force.	
Friends and family can help one learn about themselves and cope with hard times	
A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.	

Assessment Evidence (Stage 2)

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/** **Performance** ● **Standards**	Students will create a presentation about a fantasy world, utopia, or imaginary world that would be ideal to escape the pressures of life. Students will compare created fantasy setting to the one in "Bridge to Terabithia" OR "If I Ever Get Out of Here." Students will also construct a plan explaining steps to reach goals in this new created world. Students will compare this constructed world to the actual world and society in which we live. Students will use a PARCC writing rubric CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-LITERACY.W.7.3.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. CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. CCSS.ELA-LITERACY.W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
Other Evidence	

class discussion, think-pair-share, 1 on 1 conferences, journals

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 have been exposed to the genre of fantasy before but students will be able to create a fantasy and utopian world of their own. There will be critical skills embedded throughout the unit such as analysis, comparing and contrasting, and evaluating the importance of specific events.

Students will view clips of fantasy worlds such as "Harry Potter" or "Pan's Labrynth" in order to display an alternate universe.

Students will reflect and rethink through re-reading, writing, and multimedia project. Student will receive constant feedback and use rubrics for writing and project-based learning

Students will keep record of their work to reflect on their knowledge and skills overtime as well as have opportunity to have teacher-student conferences

Students will be engaged through differentiation- students have options to learn through multimedia, kinesthetic/ hands-on practice/ acting out mediation through friendship/family/peer issues, through making connections between reading and listening to music, journal writing, etc.

All concepts and skills are intended to be scaffolded and built upon through the entire unit.

Historical context - analyzing impact of events
make inferences about literary devices
evaluate importance of events
analyze events impact on plot and character

UbD_ Identity and Independence

Title of Unit	Identity and Independence	Grade Level	7th
Curriculum Area	ELA	Time Frame	8 weeks
Developed By	Hargrave & Morgan		
Suggested Texts	" The Outsiders" by S.E. Hinton and "Maniac Magee" by Jerry Spinelli		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical
The way we perceive ourselves is sometimes different than others' perception of us stereotypes are generalities about can be broke and proved wrong being from a certain social class can impact perception of self or others many times gangs are misused, but intended to create relationships with people who identify with us		• How can we help to break stereotypes in our school? • • Why do people react the way they do to other groups of people who are different than them? How are stereotypes unfair?	• Why does Grayson have the stereotypes he does? Do social class and wealth affect happiness? 1. How do cliques and gangs affect our worldview? How do we help others? How do we help ourselves?
Related Misconceptions			

People can never break stereotypes because they are always true it's more important to fit in than to be yourself	How do our interactions with others form our perception of identity? Why do stereotypes exist? How do we break them down—or is it even necessary to break them down? What is the value in recognizing stereotyping, both in our lives and in the text? How will our experiences with these terms build our identity?	help ourselves? What is the value in recognizing and confronting the challenges in our lives? How do our own experiences help us build empathy for the other?
	• •	

Knowledge Students will know…	**Skills** Students will be able to…
A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing identity is the fact of being who or what a person or thing is. We can break stereotypes and misinformed judgments	refute stereotypes by creating arguments against a particular notion research the origin of stereotypes construct warrants to support an argument or claim make inferences about literary devices assess the importance and impact of events from the text

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal** - **Role** - **Audience** - **Situation** - **Product/ Performance** - **Standards**	Students research ways to educate others and protest against stereotypes and prejudice. CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. CCSS.ELA-LITERACY.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.) CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format

Other Evidence

class discussions, one and one conferences, journal writing

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 have probably been exposed to stereotypes even through media but have most likely not been able to analyze through literature and research. Students will learn enough about the topic so that they will create claims refuting prejudice notions.

Students will be introduced to this unit through video clips about identity such as: https://www.youtube.com/watch?v=ikGVWEvUzNM

Students will be able to relate to the big idea of this unit through life experiences of their friends, family, or their own. Students can reflect and rethink throughout the unit through class discussions

Students will self-evaluate through maintaining records of assignments and assessments throughout the unit.

The unit will be tailored to personalize learning through providing options for students, tapping into artistic talents, and promoting self-expression throughout.

The unit will be organized so each concept and skill can be scaffolded to be built upon one another.
make inferences about literary devices in a text
creating arguments
relevant class discussions
timeline for analyzing change and development in a character

UbD_ Mystery & Suspense

Title of Unit	Mystery & Suspense	Grade Level	7th grade
Curriculum Area	ELA	Time Frame	6 weeks
Developed By	Hargrave & Morgan		
Suggested Text	"Holes" Louis Sachar; "The Raven" by Edgar Allen Poe, "Tell Tale Heart" Edgar Allen Poe; "Something Upstairs" by Avi		
Identify Desired Results (Stage 1)			
Content Standards			

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.3.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.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.7.3.D

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

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

	How do we use symbols in our lives?	Why is imagery an important narrative technique?
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.	How does symbolism help us understand a text more deeply?	How can social commentary be persuasive?
Suspense is a state or feeling of excited or anxious uncertainty about what may happen	How does suspense create curiosity? How does suspense help us make predictions?	How does imagery appeal to our senses?
Authors include suspense to create curiosity and mystery		
Social Commentary is is the act of using rhetorical means to provide **commentary** on issues in a society. This is often done with the idea of implementing or promoting change by informing the general populace about a given problem and appealing to people's sense of justice.	How does suspense induce emotion in a reader?	How do literary devices help us understand a text more deeply?
Imagery is visually descriptive or figurative language, especially in a literary work and appeals to the five senses	How does suspense differ from the genre of mystery?	

Related Misconceptions	
Mystery and suspense stories always induce fear.	

Knowledge Students will know…	**Skills** Students will be able to…

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. That mystery and suspense stories induce curiosity Making predictions is when one says or estimates that (a specified thing) will happen in the future or will be a consequence of something.	Analyze symbols used throughout a text to understand the plot, characters, intentions of characters more deeply Predict about what will happen next as a pre and during-reading strategy Analyze how authors create suspense Evaluate the importance of figurative language in a narrative make inferences about literary devices Evaluate the importance of imagery in a suspense story create imagery and suspense through narrative techniques Compare examples and impacts of suspense in various texts

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/ Performance** ● **Standards**	Students analyze and examine symbols throughout the selected texts and explain their significance by supporting their claim with evidence. Students create and give meaning to symbols in everyday life. How are symbols used and how do impact our lives? Students will have project template and/or presentation format with rubric attached CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence

Other Evidence

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 have experienced suspense in movies, tv, books, etc but maybe did not know how to identify it or explain what other elements create suspense. Students will examine what are the components of suspense and what other emotions suspense creates. Students will watch Trailer for "Holes" movie to introduce the book as well as suspense: https://www.youtube.com/watch?v=NEvLRtDKT0c Students will be given pre-reading, during-reading, and after-reading strategies to practice continually to reinforce good reading habits. This will induce constant reflection and rethinking. Students will keep record of their assignments and assessment through reflection writing in order to be accountable to track growth. They will find that critical skills become easier and second-nature. Students will have opportunity to express themselves and learn in various ways whether it is visually, kinesthetically, musically, etc. Students will prompted to make relevant and important connection to their everyday lives and own experiences. All concepts and skills will build upon one another and students will be start the unit from being exposed to suspense to them eventually creating suspense and comparing its effectiveness to other examples.

UbD_ Rhetoric and Persuasion

Title of Unit	Rhetoric and Persuasion	**Grade Level**	7th grade
Curriculum Area	ELA	**Time Frame**	6 weeks
Developed By	Ms. Hargrave & Ms. Morgan		
Suggested Text	"Boy in the Striped Pyjamas" John Boyne; " The Giver" Louis Lowry		

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.2.A

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.7.2.C

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

There are specific appeals and strategies that are used to persuade Dictators and other leaders use propaganda for a specific result A scapegoat is a person who is blamed for the wrongdoings, mistakes, or faults of others, especially for reasons of expediency. Propaganda is information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.	How is propaganda used for both good and bad reasons? How can appealing to someone's emotions be persuading? How can appealing to someone's logic be persuading? How can using credible sources be persuading? How can we decipher what is credible and what is not?	How much should the government be able to control your individual rights for the benefit of society? Could something intended for the good of society really be bad? How do totalitarians take control of their society? How are scapegoats used by a totalitarian state? How is everyone responsible to help the oppressed? How are persuasive strategies used to "brainwash" people?
Related Misconceptions		
The Holocaust is a myth The Nazis were only responsible for killing Jewish Europeans people can not be persuaded by something if they have opposing positions		
Knowledge Students will know…	**Skills** Students will be able to…	

An inference is a conclusion reached on the basis of evidence and reasoning.
synonyms:
deduction, conclusion, reasoning, conjecture, speculation, guess, presumption, assumption, supposition, reckoning, extrapolation

The Holocaust, also referred to as the Shoah, was a genocide in which some six million European Jews were killed by Adolf Hitler's Nazi Germany, and the World War II collaborators with the Nazis

The Holocaust killed many groups of people including Jews, Gypsies, Poles and other Slavs, and people with physical or mental disabilities. Others were Nazi victims because of what they did. These victims of the Nazi regime included Jehovah's Witnesses, homosexuals, the dissenting clergy, Communists, Socialists, asocials, and other political enemies.

It is just and fair to help those who are oppressed

Strong relationships are important to have during difficult times to help us cope

Make inferences about character thoughts and potential character responses

analyze characters through description, dialogue, actions, and thoughts

compare and contrast the perspectives of different characters in similar situations

refute bias exposed in propaganda by creating claims

support claims by warranting arguments with evidence and reasoning

differentiate the effect of different persuasive appeals

create strategies used to persuade

analyze historical context by making relevant connection to text and modern societal and political issues

Assessment Evidence (Stage 2)

Performance Task Description

• **Goal** • **Role** • **Audience** • **Situation** • **Product/** **Performance** • **Standards**	Analyze text is various ways. Students given options to display mastery of critical skills: Inferring by creating preface and epilogue to story Inferring character responses through an interview Creating Character Autobiography Comparing Greek Hero to Hero in the text from this unit Analyzing character and author's message Writing task and/or presentation CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CCSS.ELA-LITERACY.W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CCSS.ELA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Other Evidence

1 on 1 conferences

Journal writing

Think-pair-share

Class discussion

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 read and hear about others' experiences but will not be able to empathize and infer the way people react to various unjust circumstances. Students will be hooked with clips from "Hunger Games" to display dystopia and corruption. Students will reflect and rethink throughout the unit by having opportunities to revise their work using checklists and rubrics. Students will frequently use writing workshops to self-reflect as well as peer edit. Students will self-evaluate through maintaining records and attending teacher-student conferences so they can build on skills throughout this unit. This uit will be tailored to optimise engagement because the themes are relatable and students are given options in terms of performing critical skills. The assignments and assessment can be performed through various mediums and methods to suit the individual. The learning activities are organized in a way that the skills and concepts are built upon one another which will lead to the success of all students.

UbD_The Short Story: Narrative Techniques

Title of Unit	The Short Story: Narrative Techniques	**Grade Level**	7th
Curriculum Area	ELA	**Time Frame**	5 weeks

Developed By	Hargrave & Morgan
Suggested texts	"Thank you, Ma'am" Langston Hughes; "Mother and Daughter" Gary Soto; "Seventh Grade" Gary Soto

Identify Desired Results (Stage 1)

Content Standards

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.3.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.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.7.3.D

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

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.L.7.1

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

CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

CCSS.ELA-LITERACY.L.7.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.7.1.C

Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Understandings		Essential Questions	
Overarching Understanding		**Overarching**	**Topical**
Narrative techniques include literary devices and dialogue to help readers envision the story Society changes over time which creates a gap between beliefs form people of different generations First impressions have longevity Family and other influential people can inspire change and growth		How do we achieve our goals and dreams? How does the theme of family (from last unit) leak into these stories? How do we show our family that we appreciate them? How does kindness inspire us?	How do we make a good first impression? Why do first impressions last a long time? How does family help one another? Why is figurative language necessary in narratives? How do narrative techniques make up a story? How would it be incomplete without them?
Related Misconceptions			
It is impossible to relate to younger or older people than ourselves People with disabilities are the only ones impacted by their deficits A story is just a retelling of a specific event		How does one's culture or national origin impact the expectations put on them?	Why do different generations have opposing beliefs?
Knowledge Students will know…		**Skills** Students will be able to…	

A **structural metaphor** is a conventional **metaphor** in which one concept is understood and expressed in terms of another structured, sharply defined concept.	make predictions about what the text is about based on background information of the author, pictures, and title of book
Narrative techniques provide deeper meaning for the reader and help the reader use imagination to visualize situations	Analyze the impact of one character on another
	analyze characters through dialogue, actions, thoughts, and description
Empathy is the ability to understand and share the feelings of another.	make inferences about literary devices
	create examples of imagery by "showing" not " telling"
	compare characters and plot of dual text

Assessment Evidence (Stage 2)

Performance Task Description

● **Goal** ● **Role** ● **Audience** ● **Situation** ● **Product/** **Performance** ● **Standards**	Create a narrative using at least 3 examples of each narrative technique about a character who is influenced by someone in their lives either family member, teacher, coach, etc. similarly to the characters in the texts from this unit. Students are required to "show" not "tell" and will use a structural metaphor in their stories. All students are required to evaluate each other's work through using checklists and a narrative rubric (from PARCC) Students must create a relevant situation about how one person influences someone immensely. They will still need to create a resolve a conflict. . CCSS.ELA-LITERACY.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.7.1.A Explain the function of phrases and clauses in general and their function in specific sentences. CCSS.ELA-LITERACY.L.7.1.B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. CCSS.ELA-LITERACY.L.7.1.C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* CCSS.ELA-LITERACY.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. CCSS.ELA-LITERACY.W.7.3.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. CCSS.ELA-LITERACY.W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. CCSS.ELA-LITERACY.W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Other Evidence

    1 on 1 conference
Class discussion
Journal writing
think-pair-share

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 have been exposed to narratives and have written personal narratives in first-person but rarely in third-person. Students will read various narratives and examine situations about people who are influenced by an older person or leader figure in their lives. Students are beginning to use and understand the impact of literary devices.

Students will be hooked by making a personal connection. Students will journal about someone who has had an impact on their lives and explain why. Some students will want to share their experiences and it is anticipated that other will keep this experience to themselves, but they are able to reflect and be introduced to the unit in this relevant way.

Students will reflect and rethink throughout the unit by having opportunities to revise their work using checklists and rubrics. Students will frequently use writing workshops to self-reflect as well as peer edit.

Students will self-evaluate through maintaining records and attending teacher-student conferences so they can build on skills throughout this unit.

This unit will be tailored to optimize engagement because the themes are relatable and students are given options in terms of performing critical skills. The assignments and assessment can be performed through various mediums and methods to suit the individual.

The learning activities are organized in a way that the skills and concepts are built upon one another which will lead to the success of all students.

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