

Grade Level/Subject 7 Unit 9
Exploring a Creative, Literary World
Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>Standard - CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Standard - CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Standard - CC.1.4.7.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Standard - CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.</p>	Transfer	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <p>Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.</p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</p> <p>Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Every culture has their own beliefs that stem from values and traditions - Literature takes on many different forms and can be used for story telling - Each genre has unique characteristics 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do different societies express their cultural beliefs and values?</p> <p>How do I write a multi-paragraph story with developed characters and an exposition, rising action, climax, falling action, and resolution?</p>

<p>Eligible Content - E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot)</p>	<ul style="list-style-type: none"> - Authors use fictional characters, settings, and events to teach lessons and societal expectations 	<p>How do I identify and distinguish between characteristics of different genres?</p> <p>How is storytelling used to teach societal norms and expectations?</p>
<p><i>Knowledge and Skills Acquisition</i></p>		
<p>CC.1.5.7.D- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - characteristics of different literary genres - How to craft a multi-paragraph story using developed characters and an exposition, rising action, climax, falling action, and resolution? - Authors are influence by their society and create stories representative of culture’s norms and values <p>VOCABULARY</p> <p>Fictional literary genres (ex: myths, legends, fairytale, fantasy...)</p> <p>Literary terms (ex: plot, setting, theme...)</p> <p>Narrative techniques (ex: dialogue, description, flashback...)</p> <p>Additional vocabulary per selection</p>	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Identifying factors of different literary genres to distinguish between genres - Brainstorming, planning, drafting, and revising narrative writing - Understanding the lessons conveyed by a story as they apply to both the historical time and place in which a story is set and modern life - Utilizing grade 7 conventions of grammar thoughtfully and appropriately in writing

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - A multi-paragraph narrative story or animatic demonstrating dynamic protagonists, static minor characters, and elements of short stories (plot, conflict, setting, etc.) <ul style="list-style-type: none"> o Elements of narrative writing – dialogue, character development, etc. - Writing demonstrates grade-appropriate spelling and grammar <p>Presentation Skills</p> <ul style="list-style-type: none"> • Students present a poem, section of script, or portfolio results using appropriate public speaking skills (eye contact, tone, volume, etc.) 	<p>PERFORMANCE TASK(S)</p> <p>Narrative Fantasy Story/ Myth</p> <ul style="list-style-type: none"> • A narrative, multi-paragraph piece (fantasy or myth) that includes: <ul style="list-style-type: none"> • A protagonist that changes as a result of the conflict(s) they face • A theme demonstrated by the lesson the protagonist learns • A clear setting • Story progression following parts of plot • Strong word choice, figurative language, dialogue, and other literary elements • A visual accompanying the story (drawn or digital) • Optional: small or whole group presentations <p>Presentation Skills</p> <ul style="list-style-type: none"> • Teach about styles of fantasy and/or mythology. Create a poster or visual representation featuring characteristics of a fantasy-based genre and an example • Students will present to the class using grade-level appropriate skills, including: <ul style="list-style-type: none"> o Maintaining eye contact o Speaking at an audible level o Varying tone of voice appropriate to task and purpose of presentation • Presentation can be completed through <ul style="list-style-type: none"> o Presentation of genres mini-lesson, Create-A-Myth project, or other project presentation during unit 9 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -reference vocabulary notebook -Graphic organizers -peer feedback -length of project -Rubrics

<p>A M</p>	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - Correctly label, list, and/or identify characteristics of literary genres 	<p>OTHER EVIDENCE</p> <p>Quizzes</p> <p>One quiz for each of the major unit components, including:</p> <ul style="list-style-type: none"> - Characteristics of literary genres, such as fantasy, myths, legends, tales, epics, etc. (multiple choice, short answer) - 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers -reference vocab. notebook -multiple choice limit (3 vs. 4) -word banks
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