

Grade Level/Subject 7 Unit 2

How do identity factors impact characters and situations?

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text. E07.B-K.1.1.3</p> <p>CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.1</p> <p>CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. E07.A-K.1.1.3</p> <p>CC.1.4.7.A Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.</p>	Transfer	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives. • Communicate ideas effectively in writing to address task, purpose, genre, perspective, and intended audience. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Personal factors of identity (race, gender, sex, class, ability, etc.) impacts the way we see/understand the world, ourselves, and others • Strong expository writing includes a focused topic, introduction, body paragraphs and conclusion that follow the structure of an essay • Society often categorizes individuals based on internal and external characteristics. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What factors of identity might influence the way someone/a character thinks, feels, or acts?</p> <p>How do I craft analysis in my essay?</p> <p>How do characters change as a result of the conflicts they experience?</p> <p>How can authors use multiple points of view to convey different sides of the same conflict or issue?</p>

<p>CC.1.4.7.O</p> <p>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. E07.C.1.3.2E07.C.1.3.4</p> <p>C.1.4.7.R</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E07.D.1.1.1E07.D.1.1.2E07.D.1.1.3E07.D.1.1.4E07.D.1.1.5E07.D.1.1.6E07.D.1.1.7E07.D.1.1.8E07.D.1.1.9E07.D.1.2.1E07.D.1.2.2E07.D.1.2.3E07.D.1.2.4</p>	<ul style="list-style-type: none"> • Individual’s approach and react to conflicts differently, and authors can expose multiple sides of a topic by allowing different characters to narrate a story. • Claims must be supported with specific evidence from the text and a detailed analysis • Different types of sentences can be used to create a different effect on the reader. • Writers use a variety of narrative techniques to engage readers and develop stories 	<p>How do I use my evidence to craft analysis to support my claim?</p> <p>How can I vary the structure of my writing to present information to my audience?</p> <p>What can we learn from authors/stories/characters about conflict resolution that can help us through our own challenges?</p> <p>How can I use narrative techniques in writing to engage my audience and tell a story?</p>
Knowledge and Skills Acquisition		
	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How different types of conflicts and characters overlap to create a storyline - How authors can use the point of view of multiple characters to expose different sides of a conflict - Well-developed essays include a focused claim, supported by textual evidence and a detailed analysis 	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Explaining how factors of identity (internal/external) impact/shape conflict - Developing an essay to support a specific claim about a character or event in the text - Integrating text evidence and a strong analysis in their essay to support their claim

	<ul style="list-style-type: none"> - What phrases and clauses are in writing – how to identify and use them - The proper way to use a comma with phrases and clauses - How characters identities are shaped and defined - Narrative techniques for developing characters, events, and conflicts in writing - Grade-appropriate vocabulary for naming character traits <p>VOCABULARY:</p> <ul style="list-style-type: none"> - Conflict, types of conflict, internal, external, introduction, body paragraphs, textual evidence, conclusion, plot, character, characterization, perspective, analyze - Point of view (1st person, 3rd person, 3rd person objective-limited-omniscient, hybrid) - Additional vocabulary per selection 	<ul style="list-style-type: none"> - Describing and identifying factors of a character's identity/personality - Generating conflict resolution strategies - Using a variety of narrative techniques to develop fiction stories - Identifying and correctly using types of phrases/clauses in writing - Correctly using commas with phrases and clauses
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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>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> • Students will write and/or design a presentation that shows a narrative demonstrating the skills learned in units 1 and 2 <ul style="list-style-type: none"> - Demonstrates a dynamic protagonist that changes as a result of the events in a story - Internal AND external conflicts that affect the protagonist and story events - A plot that contains an exposition, rising action, climax, falling action, and resolution - Typed in a word processing program or created using an animation/video program - Presented to the class - Based on mentor texts or creative writing per teacher discretion 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers -Medium of project -peer feedback -length of project -Rubrics
A M	<p><i>Success Criteria:</i></p> <p>A multiple-choice test assessing comprehension, elements of fiction, vocabulary, and grammar</p>	<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"> - Phrases and clauses (short answer, fill-in-the-blank, multiple choice) - Comma rules and error identification/corrections (short answer, fill-in-the-blank, multiple choice) - Comprehension questions for elements of fiction (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