

Grade Level/Subject 7 Unit 3

Making Meaning Through the Events Around Us

Stage 1 Desired Results					
<p>Overarching PA Core Standards:</p> <p>Standard - CC.1.3.7. A- 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.</p> <p>Standard - CC.1.3.7.C- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.</p> <p>Standard - CC.1.3.7.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>Standard - CC.1.3.7.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>Standard - CC.1.2.7. 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.</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>				
	Meaning				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS</th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Everyone has morals and values that guide their decision making - some ideas about life are accepted universally.</i> • <i>Author's craft stories to teach readers a lesson through the events of the plot.</i> • <i>We can learn from the thoughts, words, actions, and interactions of others.</i> </td> <td style="vertical-align: top;"> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What morals and values guide my own decision making? • What lessons can I learn from the characters in our stories? • How do I appropriately use different types of verbs and sentence patterns in my writing to create a varied essay structure? • How do we/society determine what is moral and good/immoral and bad? • How do I craft a conclusion that wraps up my essay and connects to the deeper meaning of a text? </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • <i>Everyone has morals and values that guide their decision making - some ideas about life are accepted universally.</i> • <i>Author's craft stories to teach readers a lesson through the events of the plot.</i> • <i>We can learn from the thoughts, words, actions, and interactions of others.</i> 	<p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What morals and values guide my own decision making? • What lessons can I learn from the characters in our stories? • How do I appropriately use different types of verbs and sentence patterns in my writing to create a varied essay structure? • How do we/society determine what is moral and good/immoral and bad? • How do I craft a conclusion that wraps up my essay and connects to the deeper meaning of a text?
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<p>Standard CC.1.4.7.F - Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<ul style="list-style-type: none"> • <i>There are different types and usage of verbs in writing.</i> • <i>Subject and verbs must agree in a sentence for the writing to be understood.</i> • <i>Strong conclusions connect claims to the deeper meaning of the story/life.</i> 	
	<p>Knowledge and Skills Acquisition</p>	
	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Themes can be determined by evaluating how characters change as a result of experiences they face - Writers connect claims to real-world ideas in conclusions to help the reader understand why the writer’s topic matters - How to identify and correct vague pronouns - How to identify and correct errors in subject-verb agreement - How to use verb tenses to recognize shifts in time, sequence, states, and conditions - How to use perfect verb forms (I had walked, I will have walked, I have walked) <p>VOCABULARY</p> <p>Theme, conclusions, message, moral, values, character, plot, setting, conflict, universal theme, motifs, active verbs, passive verbs, verb agreement</p>	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Explaining the deeper meaning (theme) of the text and supporting their claim with evidence - Explaining how characters and events in a story demonstrate how a theme develops - Self-reflection and making decisions that align with their core values - crafting strong conclusions that explore real-world connections to claims and analysis - Using the correct form of the verb in writing to show understanding of subject/verb agreement

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 digital or print presentation including a visual moral compass and a written, paragraph-format analysis/reflection 	<p>PERFORMANCE TASK(S)</p> <p>Moral Compass Project – Students complete their own moral compass (template). They choose one moral/value on their compass to write about (3 paragraphs).</p> <ul style="list-style-type: none"> Option 1: Choose a movie or book in which a protagonist exhibits a trait. Craft a presentation explaining the plot, character, etc. connecting to the importance of the trait. Option 2: Choose a person who positively influenced history and exhibits a trait. Craft a presentation explaining who this person is, what they did, how they showed this trait and how society can benefit from people showing the same behavior. Option 3: Analyze the current state of our society highlighting traits you think society is missing, how we could benefit them, and how people can demonstrate them. <p>Projects will include:</p> <ul style="list-style-type: none"> A visual (template based, drawn, or digital) moral compass A 3+ paragraph response analyzing how one moral or value is represented through a person or character Evidence from text defending claim A thesis statement at the end of an introduction paragraph At least one body paragraph with elaboration A conclusion paragraphs Grade appropriate spelling, organization, and grammar A final product in a print or digital format (poster, PowerPoint, Prezi, etc.) 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -reference vocabulary notebook -Graphic organizers -Medium of project -peer feedback -length of project -Rubrics
A M	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> A multiple-choice test assessing comprehension, elements of 	<p>OTHER EVIDENCE</p> <p>Unit Test (Short-Story Based; MC/TDA)</p>	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers

	<p>fiction, vocabulary, and grammar</p> <ul style="list-style-type: none"> • A constructed response TDA evaluating students' ability to use text evidence supporting a clear claim with multiple body paragraphs, an introduction, and a conclusion 	<p>Unit test will cover all unit learning objectives, including:</p> <ul style="list-style-type: none"> - Theme identification (short answer, multiple choice) - Vocabulary, subject-verb agreement, correcting vague pronouns (short answer, multiple choice, fill-in-the-blank) - Multi-paragraph constructed response (TDA) to analyze the interactions between individuals, events, and ideas in a text, including text evidence 	<ul style="list-style-type: none"> -reference vocab. notebook -multiple choice limit (3 vs. 4) -word banks -one body paragraph vs. Three body paragraphs -Rubrics
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