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| **TGC Fellow Unit Template \*** | | |
| **Prepared by:** Krista Fiabane **School/Location:** Julius West Middle School, Rockville MD | | |
| **Subject:** English/Language Arts **Grade**: 7 **Unit Title**: A Sense of Place **Time Needed:** 6 weeks | | |
| **Unit Summary:** In this unit students will explore how setting—physical location, the people with whom we associate, and feelings of belonging—influences identity. They will read and compare fictional and nonfictional accounts of Africa. Through a field trip and research assignment, students will build upon and further develop knowledge of local places, and their research, writing, and communication skills. By examining fiction and nonfiction, as well as their own experiences and observations, students come to understand how our sense of place develops and changes as we experience different environments. They will use their knowledge of place to plan for a local or global service learning experience. | | |
| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS:**  **G1. Reading for literacy and information**  [CCSS.ELA-LITERACY.RL.7.3](http://www.corestandards.org/ELA-Literacy/RL/7/3/) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  [CCSS.ELA-LITERACY.RI.7.1](http://www.corestandards.org/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.7.9](http://www.corestandards.org/ELA-Literacy/RI/7/9/) Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.    **G2. Writing**  [CCSS.ELA-LITERACY.W.7.3](http://www.corestandards.org/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.7.9](http://www.corestandards.org/ELA-Literacy/W/7/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  **G3. Speaking and Listening**  [CCSS.ELA-LITERACY.SL.7.1](http://www.corestandards.org/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.  **G4. Research**  [CCSS.ELA-LITERACY.W.7.7](http://www.corestandards.org/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](http://www.corestandards.org/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.  **GLOBAL COMPETENCIES:**  Communicating Ideas  Recognizing Perspectives  **RESOURCES:**  **Anchor Texts** (student choice): *The Call of the Wild, Red Glass, Inside Out and Back Again, Listen Slowly, Words in the Dust*  **Supplementary Texts**: folktales and poetry from Africa, selections from *The Red Pencil,* picture books with African settings, Michelle Obama’s speech about “Let Girls Learn,“The Danger of a Single Story” TED Talk  **Websites:** Newsela.com, Smithsonian.edu, Nps.gov  **Technology**: Photo Story, Microsoft Publisher, Movie Maker | ***Transfer*** | |
| ***Students will be able to independently use their learning to…(real world purpose)***  T1. Apply multiple perspectives when interpreting texts.  T2. Communicate ideas in written and verbal form, independently and when working with others.  T3. Identify areas of local or global need and develop possible ways to address those needs. | |
| ***Meaning*** | |
| **UNDERSTANDINGS**  *Students will understand that…*  U1. The places where we live and travel become part of our identity.  U2. How we relate to new places depends on our previous experiences.  U3. Writers use a variety of techniques to transport readers to places.  U4. Places are as complex and changeable as people are, with many factors contributing to their identities.  U5. Humans have the capacity to influence places in positive and negative ways. | **ESSENTIAL QUESTIONS**  E1. How is our identity shaped by where we live and where we go?  E2. How do our expectations and behaviors change as we move from place to place?  E3. How do writers create worlds using words?  E4. How can we be forces of positive change in our communities and in the world? |
| ***Acquisition*** | |
| ***Students will know… (Content)***  *K1. Specific techniques writers use to create and develop a sense of place.*  *K2. Significance of local places on our environment.*  *K3. Characteristics of African culture revealed in fiction and non-fictional works.*  *K4. Elements of effective serving learning experiences.* | ***Students will be able to… (Skills)***  S1. Support ideas in writing and speaking with inferences drawn from texts.  S2. Synthesize information from different sources to craft an argument.  S3. Apply writing techniques when creating different modes of writing. |
| **Stage 2 – Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)   1. **Human Treasure Hunt/Human Bingo and exit card** 2. **Annotate Newsela article** 3. **Socratic Seminar participation** 4. **Literature Circles with focus questions** 5. **Short Story organizer and draft** 6. **Monuments field trip participation and notes** | * Participate fully in treasure hunt and bingo activities * Clarify insights on an exit card * Highlight salient text evidence * Summarize central ideas of article * Offer additive comments during discussion * Use text examples to support opinions * Treat classmates and their ideas with respect * Contribute to group with insightful, additive comments * Fulfill responsibilities of assigned role (IB Learner Profile characteristics) * Follow writing process with pre-writing activities * Draft story with a setting, characters, plot, and dialogue * Ask insightful questions during field trip * Record observations on capture sheet | |
| Assessments **OF** Learning: (ex: performance task, project, final paper)   1. **Research project**: essay, brochure, or series of blog posts explaining the significance of a local place 2. **Comparison of non-fiction and fictional text on Africa:** paragraph, video, Photo Story, Power Point, or other method with teacher approval 3. **Short Story:** 2-3 page story in which place shapes character (can be modelled after tales/picture books studied in class) 4. **Service Learning Plan**: plan for a 3 hour service learning experience that meets a local or global need | * Synthesize information from field trip experience and web-based research (National Park Service sites) * Justify significance of local place using supporting evidence * Organize information in a way that suits audience * Cite text evidence to support ideas * Explain how authors’ perspectives influence selection and presentation of information * Establish a setting using details of time and place * Create a character or characters who are shaped by place * Incorporate dialogue that advances action and develops character * Include vivid, descriptive details that help the reader envision the setting and action * Structure a well-organized plot sequence * Incorporate ideas from peer review and self-reflection to improve story * Collaborate with others to create a feasible, well-structured plan to help meet a local or global need * Participate in an digital exchange with students in the Philippines to offer feedback on service learning plans * Justify plan with evidence from research | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One:*   * Introduce unit themes, and highlight diversity of our class community, by playing Human Treasure Hunt and Human Bingo. (G3, T2, U1, E1) * Build background knowledge and clarify misconceptions about Africa through Four Corners activity and class discussion. (G3, T1, U4, E1, K3, S1) * Connect to World Studies topics by reading and discussing leveled NewsELA articles about Africa and equity in education. Share photos and video clips that highlight education in Africa, Afghanistan, and the Philippines. (G1, G3, T1, T2, U4, E1, K3, S1) * Read an excerpt from “The Danger of a Single Story” and discuss implications for our school’s study of other cultures. (G1, G3, T1, T2, U2, U4, E1, E3, K1, K3, S1)   *Week Two:*   * Read several selections from literature set in Africa (poetry, folktales, picture books, and short stories) (G1, T1, U3, E3, K1, K3) * Complete a response (paragraph, video, Power Point, or Photo Story) comparing the nonfiction article to one of the fictional stories about Africa (W2, T1, T2, U3, U4, E3, K1, K3, S1, S2, S3) * Meet in literature circle to discuss anchor text, emphasizing setting (G1, G3, T1, T2, U3, E1, E2, E3, K1, S1)   *Week Three:*   * Craft an original short story in which setting shapes character (pre-writing, early drafts, peer review, editing, final draft, publication) (G2, T2, U1, U2, U3, U4, E1, E2, E3, K1, S3) * Virtual field trip to the Philippines and other international school sites (through partnership with World Wise Schools) to view educational similarities and disparities and develop ideas for service learning that meets local and global needs. (G3, G4, T1, U1, U4, U5, E1, E2, E4, K2) * Second meeting in literature circle to discuss anchor text, emphasizing how setting shapes character (G1, G3, T1, T2, U3, E1, E2, E3, K1, S1)   *Week Four:*   * Research significance of local monuments using National Park Service websites and other research sites and databases, completing an in-class gallery walk to share and learn information before visiting the monuments. (G4, T1, U1, U4, U5, E1, E4, K2) * Field trip to seven local monuments (King, Jefferson, Korean War, World War II, Lincoln, Vietnam, Roosevelt). (G3, G4, T1, U1, U4, U5, E1, E2, E4, K2)   *Week Five:*   * Complete research project (blog posts, brochure, or essay) synthesizing information from field trip and research to explain the significance of a local monument. (G2, G4, T2, U1, U4, U5, E1, E4, K2, S1, S2, S3) * Third meeting in literature circle to discuss anchor text, emphasizing how setting shapes plot and conflict (G1, G3, T1, T2, U3, E1, E2, E3, K1, S1)   *Week Six:*   * Participate in an online discussion with students Leganes High School in the Philippines to discuss local and global needs and share feedback. (G3, G4, T3, U1, U5, E4, K4, S2) * Work in small group to plan a three-hour service learning experience to address a local or global need (example: local hunger or homelessness, global education equity) (G3, G4, T3, U1, U5, E4, K4, S2) * Final meeting in literature circle to discuss anchor text, emphasizing how setting shapes theme (G1, G3, T1, T2, U3, E1, E2, E3, K1, S1)   *\*adapted from Understanding by Design Model* | | |