

**Understanding by Design: School Mountain Home Junior High School**

Designer Name(s): RSLyons

Date: June 2014

Subject Area: ELA, SS, SCI

Grade Level(s): 8th

Unit Title/Focus: Narrative

Estimated Amount of Instructional Time: ~35 days

**Stage 1 – (Desired Results)**

*State Content and Skill Standards:*

CCSS.ELA-LITERACY.W.8.3

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.8.3.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.8.3.B

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

CCSS.ELA-LITERACY.W.8.3.E

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

CCSS.ELA-LITERACY.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CCSS.ELA-LITERACY.RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Enduring Understandings: (what are the big ideas, what are the specific understandings desired)*

Students will understand that...

- Personal stories are a powerful method for explaining who a person is
- Stories connect us to one another

*Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)*

- What format works best to tell a particular story?
- How can I use mentor texts to guide my process?

## Big Idea(s)

People need to share their stories

<p><i>What Students will know: (what knowledge will they acquire)</i></p> <ul style="list-style-type: none"> <li>• Specific vocabulary associated with narratives</li> <li>• How to structure a narrative</li> <li>• How to choose and focus on a topic</li> <li>• How to use mentor texts to support the development of a narrative</li> </ul>	<p><i>What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)</i></p> <ul style="list-style-type: none"> <li>• Create an engaging narrative</li> <li>• Structure a narrative</li> </ul>
<p><b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b></p>	
<p><i>Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</i></p> <ul style="list-style-type: none"> <li>• List of Life Experiences</li> <li>• Quickwrites</li> <li>• Life Maps</li> <li>• Formal Essay</li> <li>• Presentations</li> </ul>	<p><i>Other Evidence: (quizzes, tasks, academic prompts, homework, observations)</i></p> <ul style="list-style-type: none"> <li>• Vocabulary Quizzes</li> <li>• Reflections</li> </ul>
<p><b>Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:</b></p>	
<p><i>Learning Activities:</i></p> <p>Where: Collect and organize information on types of narratives          Hook: Students explore a variety of types and versions of narratives          Equip: Develop additional vocabulary and practice using narrative skills          Rethink/Revise: Consider historically accepted narratives in modern day context          Evaluate: Find new links to old subjects in modern media sources          Tailor: Narrative samples to match student interests          Create: Presentations using electronics devices and systems</p>	

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Claim #1/DOK 1, 2, 3, 4 (circle one):

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #2/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #3/DOK 1, 2, 3, 4 (circle one):</b>
	<input type="checkbox"/> <b>Claim #4/DOK 1, 2, 3, 4 (circle one):</b>
<b>Achievement Level Descriptors</b>	<b>ALD #1:    ALD #2:    ALD #3:    ALD #4:    (circle one):</b>
<b>Materials/Resources</b>	

DRAFT