

UBD/PBL UNIT PLAN – Stages 1-2 Only

Stage 1 – Desired Results																					
<p>Established Goals</p> <p><u>CCSS.W.7. a</u> - Introduce claim(s), acknowledge alternate or opposing claims...</p> <p><u>CCSS.W.7. a</u> -... organize reasons and evidence logically.</p> <p><u>CCSS.W.7. b</u> - Support claim w/ logical reasoning & relevant evidence, using accurate, credible sources</p> <p><u>CCSS.W.7.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.R.I. 7.8</u> - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant/sufficient...</p> <p><u>CCSS.W.7. P.D.5</u> -...strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach...</p> <p><u>CCSS.R.I.7.6</u> - Determine an author's point of view or purpose in a text...</p>	<p>Name: Doubet Content Area: ELA</p> <p>Unit Topic: Argument Grade Level: Middle School</p> <tr> <td colspan="2" style="text-align: center; background-color: #e0e0e0;">Transfer</td> </tr> <tr> <td colspan="2"><i>Students will be able to independently use their learning to:</i> Use words strategically to clearly communicate ideas and impact intended audience</td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #e0e0e0;">Meaning Goals</td> </tr> <tr> <td style="text-align: center; background-color: #e0e0e0;">UNDERSTANDINGS</td> <td style="text-align: center; background-color: #e0e0e0;">ESSENTIAL QUESTIONS</td> </tr> <tr> <td style="text-align: center;"><i>Students will Understand THAT...</i></td> <td style="text-align: center;"><i>Students will keep considering...</i></td> </tr> <tr> <td style="text-align: center;">Language has the <u>power</u> to influence people's beliefs and behaviors.</td> <td style="text-align: center;"> <p>What gives words power?</p> <p>What makes a source powerful?</p> <p>How can I increase the power of my words?</p> <p>How can my words bring about change in my world?</p> </td> </tr> <tr> <td colspan="2" style="text-align: center; background-color: #e0e0e0;">Acquisition Goals</td> </tr> <tr> <td style="text-align: center; background-color: #e0e0e0;">KNOWLEDGE</td> <td style="text-align: center; background-color: #e0e0e0;">SKILLS</td> </tr> <tr> <td style="text-align: center;"><i>Students will know...</i></td> <td></td> </tr> <tr> <td style="text-align: center;"> <p>Defining characteristics of ethos, logos, pathos</p> <p>Terms such as claim, counterclaim, and evidence</p> <p>Transitional words, words for comparing and contrasting; sentence-combining techniques</p> </td> <td> <ol style="list-style-type: none"> 1. Students will distinguish among <i>the elements of persuasive writing</i> (Apply). 2. Students will be able to <i>develop a strong claim</i> (Apply) 3. Students will be able to <i>distinguish between credible and non-credible sources</i> (Analyze) 4. Students will be able to <i>defend a claim with sound reasons and evidence</i> (Create) 5. Students will be able to <i>organize ideas in a logical, cohesive, manner.</i> (Evaluate) 6. Students will <i>adjust ideas, word choice, and organization to suit target audience</i> (Evaluate) 7. Student will be able to <i>critique the impact of an author's choices.</i> (Evaluate) </td> </tr>	Transfer		<i>Students will be able to independently use their learning to:</i> Use words strategically to clearly communicate ideas and impact intended audience		Meaning Goals		UNDERSTANDINGS	ESSENTIAL QUESTIONS	<i>Students will Understand THAT...</i>	<i>Students will keep considering...</i>	Language has the <u>power</u> to influence people's beliefs and behaviors.	<p>What gives words power?</p> <p>What makes a source powerful?</p> <p>How can I increase the power of my words?</p> <p>How can my words bring about change in my world?</p>	Acquisition Goals		KNOWLEDGE	SKILLS	<i>Students will know...</i>		<p>Defining characteristics of ethos, logos, pathos</p> <p>Terms such as claim, counterclaim, and evidence</p> <p>Transitional words, words for comparing and contrasting; sentence-combining techniques</p>	<ol style="list-style-type: none"> 1. Students will distinguish among <i>the elements of persuasive writing</i> (Apply). 2. Students will be able to <i>develop a strong claim</i> (Apply) 3. Students will be able to <i>distinguish between credible and non-credible sources</i> (Analyze) 4. Students will be able to <i>defend a claim with sound reasons and evidence</i> (Create) 5. Students will be able to <i>organize ideas in a logical, cohesive, manner.</i> (Evaluate) 6. Students will <i>adjust ideas, word choice, and organization to suit target audience</i> (Evaluate) 7. Student will be able to <i>critique the impact of an author's choices.</i> (Evaluate)
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Performance Assessment or Project: Please Briefly Describe your Project and Rubric Categories here.

Stage 2 – EVIDENCE (Project-Based Learning Task)	
Rubric Criteria (Traits/Categories)	<p>Type of Project (e.g. Solve a real-world Problem): <i>Solve a real-world problem.</i></p> <p>Ideas Driving Question: <i>How can my words bring about change in my community?</i></p> <p>Organization How Authenticity Will Be Established (e.g. Personal Authenticity, Real-World Product)</p> <p>Voice Personal authenticity – Students will choose an issue that matters to them.</p> <p>Word Choice Project Vignette:</p> <ul style="list-style-type: none"> • Role: Self • Audience: Member of your _____ community. • Situation: This problem has gone too far. It's time for a change. Whatever you have been putting up with in your building, your neighborhood, at school or at your job, etc. this is your chance to make people understand WHY they need to stop/start the behavior you've noticed and WHAT impact that will have on the health of your community. • Product/Performance: You will deliver a persuasive argument via the medium of your choice. This choice depends on the community you choose. If you choose your building or school or job, an infographic (or a series of them) might work. If it's your building, a speech at a scheduled meeting might reach folks better. If it's the larger community, a podcast might be your best bet at reaching everyone, and so on. Pick the product that will best help you communicate effectively with as many stakeholders as possible. <p>How Students Will Share Their Work with A Public Audience: See "Product" above</p>
Quality	