# Unit Plan Template

Click on any descriptive text, then type your own.

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| **Unit Author** | | | | | | |
| First and Last Name | | | | | Sabrina Oliver | |
| School District | | | | | Huntsville City Schools | |
| School Name | | | | | Westlawn Middle School | |
| School City, State | | | | | Huntsville, Alabama | |
| **Unit Overview** | | | | | | |
| **Unit Title** | | | | | | |
| Sequencing the Events of Life | | | | | | |
| **Unit Summary** | | | | | | |
| Students will examine sequencing in literature and events from real life. They will analyze how events affect characters in recreational stories and how events affect the natural progression of life over time. We will also examine how these events have the power to shape the present and perhaps, even the future. | | | | | | |
| **Subject Area** | | | | | | |
| Eight grade literature | | | | | | |
| **Grade Level** | | | | | | |
| 6-8 | | | | | | |
| **Approximate Time Needed** | | | | | | |
| Eight 50 minute class periods | | | | | | |
| **Unit Foundation** | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | |
| Determining sequence of steps, events, or information. | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | |
| Students, when given a story, will determine and categorize the sequence of a recreational short story with 75 % accuracy. | | | | | |
| **Curriculum-Framing Questions** | | | | | |
|  | | **Essential Question** | | What is the importance of understanding your past? Does your past really affect your future? | |
|  | | **Unit Questions** | | What is the importance of understanding the sequence of events in a character’s life? | |
|  | | **Content Questions** | | What are the differences between chronological order, order of importance, spatial order, and comparison/contrast? | |
| **Assessment Plan** | | | | | |
| **Assessment Timeline** | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Google Survey: Sequencing (see internet resources) | * [Assessing Projects: Gauging Student Needs  Sequencing Activities](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\Assessing%20Projects%20Needs.docx) | * [Journal Entries](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\Journal%20Entries.docx) * [Comparison/Contrast Charts](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\Assessing%20Projects%20Comparison%20Contrast%20Charts.docx) * Storyboard Assessment * Logical or Order of Importance Charts * Spatial Order Picture Project * Chronological Order Timeline | * Sequencing Project Checklist * [Assessment Questions](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\ap_informal_question_examples.doc) * Peer Assessments * [Reflection Assessment](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\ap_collaboration_checklis.doc) | * [Prezi Project Assessment](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\sequencing-zj7hrj7lbtmh-195_164133_899355) * [Assessment Questions](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\ap_informal_question_examples.doc) * [Group Assessment](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\Group%20assessment%20checklist.doc) | * Personal Life Story Project * [Testing Questions and Presentation Rubric](file:///C:\Documents%20and%20Settings\Administrator\Local%20Settings\Temp\ap_peer_presentation.doc) | | | | | | | |
| **Assessment Summary** | | | | | |
| Students will take a Pre-Assessment Survey to determine what they know about sequencing. Then, we will go over how students will be assessed before, during, and after the project so they will understand what is required. We will take a Gauging Student Needs Assessment. Students will look at models and examples of sequencing, which include chronological, spatial, logical, and comparison/contrast order. We will talk about the rubrics and charts they are expected to fill out during the course, which include a Sequencing Project Checklist so they can keep up with what is needed and where they are at the moment. The assessment questions will be on-going during and after the work is completed. Students are also expected to keep a journal during the project so that they can use it for their Personal Life Story Project. They must also turn in storyboards of all of the recreational reading, and they will use a rubric to peer evaluate the group storyboards. | | | | | |
| **Unit Details** | | | | | |
| **Prerequisite Skills** | | | | | |
| Students need basic secondary reading and writing skills. | | | | | |
| **Instructional Procedures** | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Monday | Tuesday | Wednesday | Thursday | Friday | | Before | Students will take a Google survey about Sequencing. | Students will watch a three minute commercial, and they will have to write down the order in which it happened. | Students will fill out a Collaborative Self-Assessment form, and discuss the importance of participation and the ramifications. | Students will be given a problematic situation about a character they will be reading about in a story. Students will talk about the predicament. | Teacher will go over Group Assessments with the class, and talk about the importance of full participation. Also, students will take a Self-Assessment to see if they are meeting criteria for the group. | | During | Students will examine different types of time lines, and they will do an activity called Grand Conversations. They will read the article, and they will ask questions, wonder, predict, and comment on the reading. They must get all cards out of their hands before the reading is finished. | Students will read a Comparison/ Contrast article and see a power point on Sequencing. They will be given writing prompts where they will have to decide what type of Sequencing they are reading. | Students will be broken into groups and they will each take a Sequencing term. Each group will research the term, and complete a Graffiti Map for the term. They will address the definition, create pictures that represent or illustrate the term, and create an example of the term in use. | Students will be given a short story, and they will create a story board for the story. This story will demonstrate chronological order. Therefore, they will re-create the story in chronological order. | Student will be given a short story, and they will create a story board for the story. This story will demonstrate logical order or order of importance. They will re-create the story in logical order. |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | After | Students will complete a GIST statement, which will summarize the reading in 20 words or less. | Students will complete a journal entry about the events of Monday and Tuesday in preparation for the final presentation. Journal entries must be at least three 4-5 sentence paragraphs in length. | Students will example the directions for the Sequencing Storyboards< which they will work on Thursday and Friday. | Students will be required to present their story board to the class. Teachers will be addressing whether or not all students participated and are on track. | Students will present their story board to the class. Then, they will reflect on what they have learned using prompts from the Reflective Assessment. |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Monday | Tuesday | Wednesday | Thursday | Friday | | Before | Students will be given a close activity. A paragraph without prepositions. They will have to try and read it, decipher what is happening in the paragraph, and tell what is wrong. Then, they will discuss the results. | Students will be given two pictures. They will be divided into groups of three. They will have to compare the two pictures. And tell what is similar and what is different about the two pictures. They will report their findings to the class. | Students will be introduced to the Prezi project, and they will review a video on how to use Prezi. The students will be given their group assignments. Students may ask questions for clarification at this time. They will also view my sample Prezi. | Students will continue work on the Prezi.  Students will use their journal entries to create a personal project of their own that illustrates their theme, progress, and development. This can be expressed through a timeline, pictures, storyboard, or Prezi. | The students will have to present their Prezi to the class.  Students will be evaluated by the group presentation form shown to them earlier.  Also, students will present their personal projects. | | During | Students will be given a short story to listen to on audio. They will create a story board to illustrate the spatial sequence of the story through pictures. They can add short captions to the story boards, but they cannot write more than a sentence. | Students will be given two short stories to read. They will fill out a Comparison/Contrast graphic organizer on the two stories. As the students work, they will be thinking about how to incorporate one illustration that represents the comparison or the contrast in the story. This picture will be presented to the class. | Students will begin work on the Prezi project. They will complete two Prezis, one will be on Logical Order and the other on Comparison/Contrast. | As students are working, the teacher will go to each group and ask Assessment of Critical Thinking questions. Students will be evaluated on their ability to answer. | Students will fill out another Self-Reflection form about their project and participation in the project. | | After | Students will be asked to write the definition of Spatial Order without the aid of any literature on an index card. | Students will receive the Group Assessment sheet that the teacher will use to grade the Prezi project. Students will cover the expectations for the project. | Students will be monitored and the teacher will go over why and how points will be subtracted. They must have 75% of the first Prezi done at this point to receive full credit. | Students must have the first Prezi completed at this time, and at least 75% of the second Prezi to receive full credit. | Students will be given short paragraphs, and asked to identify the Sequential Order of the paragraphs. | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | |
|  | **Special Needs Students** | | Graphic organizers, cooperative learning, learning styles, accessing prior knowledge, scaffolding, alternative assessments | | |
|  | **Nonnative Speakers** | | Alternative assessments, adaptive materials, English language dictionary, graphic organizers, cooperative learning | | |
|  | **Gifted/Talented Students** | | Alternative assessments, open-ended essays, in-depth research activities, presentation, designing a story | | |
| **Materials and Resources Required For Unit** | | | | | |
| **Technology – Hardware** (Click boxes of all equipment needed) | | | | | |

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| Camera  Computer(s)  Digital Camera  DVD Player  Internet Connection | Laser Disk  Printer  Projection System  Scanner  Television | VCR  Video Camera  Video Conferencing Equip.  Other |
| **Technology – Software** (Click boxes of all software needed.) | | |
| Database/Spreadsheet  Desktop Publishing  E-mail Software  Encyclopedia on CD-ROM | Image Processing  Internet Web Browser  Multimedia | Web Page Development  Word Processing  Other |

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| **Printed Materials** | Holt Elements of Literature 8th grade, |
| **Supplies** | Poster paper, markers, graphic organizers, index cards |
| **Internet Resources** | <https://prezi.com/secure/0c87c7a0bf533af6bc96f2cc054ba3d1c5b2bc3f/>  <https://prezi.com/secure/1bbad034a58b9e69e9bd5fca8d71edcf35177544/>  <http://spreadsheets.google.com/viewform?formkey=dHNwZ2ZYMVdJSlpJVUV2bVNXMUVwaWc6MQ>  <http://pbskids.org/arthur/games/storyscramble/scramble.html> |
| **Other Resources** |  |

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