# 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** | | | | | | |
| 4)  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](Assessing%20Projects%20Needs.docx) | * [Journal Entries](Journal%20Entries.docx) * [Comparison/Contrast Charts](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](ap_informal_question_examples.doc) * Peer Assessments * [Reflection Assessment](ap_collaboration_checklis.doc) | * [Prezi Project Assessment](sequencing-zj7hrj7lbtmh-195_164133_899355) * [Assessment Questions](ap_informal_question_examples.doc) * [Group Assessment](Group%20assessment%20checklist.doc) | * Personal Life Story Project * [Testing Questions and Presentation Rubric](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** | | | | | |
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| **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** |  |
| **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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