

CVUSD's Unit Planning Organizer Unit 7

Subject Grade	ELA 4
Unit Title	Mythological Marketing
Length of Unit (Include days and minutes per day)	30 days (plus 5 buffer days)
Overview of Unit	Students will determine and compare the theme of texts using Greek myths. Students will research details about Greek mythology and explain the connections to literature. Students will create a narrative about a character from Greek mythology incorporating theme. The final product will be creating a logo and slogan using a mythological character as the face of a company.

Priority Common Core State Standards <i>*Priority Standards are the standards around which supporting standards are organized</i>	Reading Foundations Standard <i>(For Grades K-5 only)</i>
<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4a: Read on-level text with purpose and understanding.</p> <p>RF.4.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4c: Use context to confirm or self-correct word recognition</p>

	and understanding.
Supporting Standards	ELD Standards
*Supporting Standards are intricately woven through each of the performance tasks of the unit	
<p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.4.9.A: Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").</p> <p>SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.4.1.A: Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.3.C: Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>I.B.6 I.C.10-11 II.A.1-2 II.C.6-7</p> <p>I.A.1-4 I.B.5-8 I.C.9-12 II.A.2 II.B.3-5 II.C.6-7</p>

“Unwrapped” Concepts (Students need to know)	“Unwrapped” Skills (Students need to be able to do)	Bloom’s Taxonomy Levels of Cognitive Rigor	Webb’s Depth of Knowledge
<p>RL 4.2</p> <ul style="list-style-type: none"> The theme of a story, drama, or poem from details in the text; 	<ul style="list-style-type: none"> Determine 	Level 5: Evaluate	Level 3: Strategic Thinking/ Reasoning
<p>RL.4.9</p> <ul style="list-style-type: none"> The treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 	<ul style="list-style-type: none"> Compare and contrast 	Level 4: Analyze	Level 3: Strategic Thinking/ Reasoning
<p>RI.4.1</p> <ul style="list-style-type: none"> Details and examples What the texts says explicitly Inferences 	<ul style="list-style-type: none"> Refer to Explain Draw 	Level 4: Analyze	Level 3: Strategic Thinking
<p>RI.4.3:</p> <ul style="list-style-type: none"> Events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what 	<ul style="list-style-type: none"> Explain 	Level 4: Analyze	Level 3: Strategic Thinking/ Reasoning

happened and why, based on specific information in the text.			
RI.4.9: <ul style="list-style-type: none"> Information from two texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> Integrate 	Level 6: Create	Level 4: Extended Thinking
W.4.1: <ul style="list-style-type: none"> Opinion pieces on topics or texts, supporting a point of view with reasons and information. 	<ul style="list-style-type: none"> Write 	Level 6: Create	Level 4: Extended Thinking
W.2 <ul style="list-style-type: none"> informative/explanatory text topic ideas and information 	<ul style="list-style-type: none"> Write Examine Convey 	Level 6: Create	Level 4: Extended Thinking
W.4.3 <ul style="list-style-type: none"> Narratives to develop real or imagined experiences or events Effective technique, descriptive details, and clear event sequences. 	<ul style="list-style-type: none"> Write Use 	Level 6: Create	Level 4: Extended Thinking
SL.4.2: <ul style="list-style-type: none"> Portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	<ul style="list-style-type: none"> Paraphrase 	Level 2: Understand	Level 2: Skills and Concepts
SL.4.4: <ul style="list-style-type: none"> On a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 	<ul style="list-style-type: none"> Report 	Level 2: Understand	Level 2: Skills and Concepts

Essential Questions	Corresponding Big Ideas
RL 4.2- How does the identification of the theme add to comprehension?	RL 4.2-Readers identify theme by reading closely in order to further their understanding of the text.
RL 4.9- Why is it important for readers to make connections while reading.	RL 4.9- Good Readers analyze multiple texts in order to make connections about similar themes to enrich understanding.

<p>RI 4.1- How do readers comprehend informational reading and refer to details in the text to demonstrate understanding?</p> <p>RI 4.3 – How do strategic readers explain informational text?</p> <p>RI 4.9 – Why does one organize and synthesize information from various sources?</p> <p>W.4.1- How do I write an effective opinion piece of writing?</p> <p>W.4.2 – How do good writers convey information clearly?</p> <p>W.4.3- What makes a good narrative?</p> <p>SL.4.2 – Why is it important to paraphrase a text or presentation?</p> <p>SL.4.4 – How do I give an effective oral report?</p>	<p>RI 4.1- Good readers use evidence from the text, as well as their own prior knowledge, to draw inferences, conclusions, and generalizations about the text.</p> <p>RI 4.3 – Readers use specific information from a text to build subject knowledge.</p> <p>RI 4.9 – Readers organize and synthesize information from various sources to deepen the understanding of a topic and be able to communicate the information effectively.</p> <p>W.1- Writers need to state an opinion supported by reasons and evidence.</p> <p>W.4.2 – Good writers convey information by writing a well-organized essay with an introduction, a body, and a conclusion.</p> <p>W.3- A good narrative has a sequence of events and descriptive details.</p> <p>SL.4.2 – Paraphrasing is essential for strong, academic communication.</p> <p>SL.4.4 – Speakers should prepare information in an organized manner and speak clearly with understandable pace.</p>
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Unit Vocabulary Words

Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> • Summarize • Explicit details • Inferences • Opinion piece • Formal speech • Informal speech 	<ul style="list-style-type: none"> • Theme • Quest • Mythology • Allude • Narrative • Relative pronouns • Relative adjectives • Marketing Plan • Slogan • Logo • Advertisement • Company

	<ul style="list-style-type: none"> • Campaign • Trading card • Traits • Vanity • Pronoun
Resources for Vocabulary Development (Include at least one resource for English Learner)	

Unit Formative Assessments of Priority Standards (Embed Documents)	
Pre-Assessment	Post-Assessment
Unit 7 Pre-Test Student There is listening question on this test. The teacher will need to play an audio or video file from Illuminate for students to listen/view and answer questions. There are also some questions with multiple answer choices, but after taking the practice SBAC test, this seems to be matched by SBAC samples.	Unit 7 Post Test Student There is listening question on this test. The teacher will need to play an audio or video file from Illuminate for students to listen/view and answer questions. There are also some questions with multiple answer choices, but after taking the practice SBAC test, this seems to be matched by SBAC samples.
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
Unit 7 Pre-Test Teacher Version	Unit 7 Post Test Teacher

Overview of the Culminating Learning Experience	
Describe the Culminating Learning Experience for this unit of study:	Suggested Length of Time
You are working for an advertising agency and have been asked to create a new marketing campaign rebranding the image and logo for a company. You will pitch your campaign to company executives in hope they select your ideas. Your presentation must include a visual advertisement to showcase your work. The company will give the ad company a million dollars to roll out the selected campaign.	1 day
Synopsis of Performance Tasks	

Authentic Performance Tasks	Description	Suggested Length of Time (Include days and minutes per day)
Task 1: Creativity Communication	Students will read the myths of common characters in Greek mythology, ex., Hercules, and Midas and other Greek myths. Students will focus on the theme, character traits, setting, and key details. The students will create Greek Myth Character trading cards showing knowledge of story, theme and character traits.	8 Days
Task 2: Collaboration	Students will choose a Greek mythological character to write a narrative which includes a theme and a quest. Students can use the trading cards as a resource. The students incorporate the traits and powers of their mythological character into their story. Students will focus on correct relative pronoun usage as per standard.	7 Days
Task 3: Creativity Communication	Students will read and discuss additional myths, fables and folktales from various cultures. The students will look for similarities in theme and story details within texts. Students will then look for commonalities within the Greek myths read in task 1. Students will summarize their findings in a constructive response.	3 Days
Task 4: Creativity Collaboration	Students will be placed in advertising agency groups to find a “face” of their marketing campaign for the given company they are working for. The company’s background and details will be given to the advertisement groups. They will discuss and debate what character would match the company’s image. The students will write an opinion paragraph about why they chose the character for the campaign.	7 Days
Task 5: Collaboration Communication Critical Thinking Creativity	Students create a marketing plan for the company. They will create a slogan and a logo for their company around the Greek character chosen in task 4. Students will prepare their presentation in a creative way trying to sell their ideas to the company.	4 Days

PERFORMANCE TASK 1

Title of Authentic Performance Task 1	Meet and Greek	Length: 7 Days, 120-130 minutes per day	
Standards Addressed in Authentic Performance Task 1	<p>Priority Standards for Task 1:</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		
	<p>Supporting Standards for Task 1:</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>		
Detailed Description of Authentic Performance Task 1	<p>Performance Task: Students will read the myths of Achilles, Hercules, and King Midas and other myths. Students will focus on the theme, character traits, setting, and key details. The students will create Greek Myth Character trading cards showing knowledge of story, theme and character traits.</p>	Bloom's Taxonomy Levels	Webb's DOK
	<p>Suggested Teaching and Learning Sequence: Part 1</p> <ul style="list-style-type: none"> Reteach the theme and identifying character traits. Anchor charts are provided below. Students will “Close” read the story of “The Golden Touch” in Nicole Shelby’s Greek Mythology resource in print center. They will also read “The 		
			Rubric for Authentic Performance Task 1 (Embed Document)

Legend of King Midas” (linked). Follow the suggested Close reading strategies provided. Have the students 1st read independently using text codes. Be aware of vocabulary difficulties within the myths. Model with the students using the graphic organizers to focus on the theme of the story and character traits. They will compare the two stories and complete the Venn diagram illustrating the similarities and differences.

[Character Traits Inside-Outside](#)
[Sample Trading Card](#)

Part 2:

- Continue to Close Read the myth of Heracles.
- Students will identify character traits and theme.
- Students will complete the graphic organizer showing understanding.
- [Sample Close Reading Anchor Chart](#)

Part 3:

- Student will Close Read the myth of Echo and Narcissus filling out the graphic organizers provided in the Greek Mythology resource by Nicole Shelby.

Part 4-6:

- Students will continue to read Greek myths adding to their knowledge of the characters and stories that genre.
- Suggested remaining myths to read: Pandora’s Box, Achilles Myth, and Odysseus Myth. You may continue reading the remainder of the myths throughout the unit.

Part 7:

- After significant study of Greek myths have the students make character trading cards for the characters.
- Each student will create 4 character trading cards. You can use index cards or the character trading card template provided.
- Students will put the name of a character on one side and 3 character traits on the back. A sample of a student’s work is provided.

[Character Trading Cards Template](#)
[Greek Allusions in Everyday Life](#)

Part 8:

- Students will write a summary paragraph about one of the trading cards characters they created. They will use this character as the main character for the narrative they will write in task 2.

[Summary Graphic Organizer](#)

[Unit 7 Performance Task 1](#)
[Trading Card Rubric](#)

Response to Instruction and Intervention			
Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p><u>Direct Instruction:</u> Teacher will teach a direct instruction lesson on how to properly use quotations and dialogue in their writing.</p> <p><u>Nonlinguistic Representations:</u> Students determine important information while completing their trading card.</p> <p><u>Providing Feedback</u> Students will give feedback to their peers on their rough drafts focusing on capitalization, punctuation, and spelling.</p>	<p><u>Flexible Grouping</u> Place students in a small group with peers that can help them to fill out the vertical timeline for their chosen biography.</p> <p><u>Cues and Questions</u> Ask questions that may help students recall the information from the story. Also, help students to organize their thoughts about the content.</p> <p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write</p> <p><u>Graphic Organizer</u> Students work within the group/with a partner while they fill out the vertical timeline for the stories.</p>	<ul style="list-style-type: none"> • Students can research and compare the Greek Gods with mythological stories from other cultures. • Do a Socratic Dialogue on the importance of different characters from the stories. • Rewrite the end of one of the stories. 	Fine Arts
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
<p>Textbook References:</p> <p>Other Books: Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan</p> <p>Audio/Visual Resources:</p>		<p>Character Trading Cards Template</p>	

[Heroes and a Quest 5 Minute YouTube Movie](#)
[Trading Card Example](#)

Additional Print Sources:
[Summary Graphic Organizers](#)

Other Resources:
[Character Traits Inside-Outside Anchor Chart](#)
[Close Reading Anchor Chart](#)
[Greek Allusions in Everyday Life](#)
 Greek Mythology: Stories and Activities Aligned with Common Core by
 Nicole Shelby (License purchased by district)

PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Create a Journey	Length: 5 Days, 120-130 minutes per day	
Standards Addressed in Authentic Performance Task 2	<p>Priority Standards for Task 2:</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>		
	<p>Supporting Standards for Task 2:</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9.A: Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p>		
Detailed Description of Authentic Performance Task 2	<p>Performance Task:</p> <p>Students will choose a Greek mythological character to write a narrative that includes a theme and a quest. This could be a follow-up adventure or quest. Students can use the trading cards as a resource. The students incorporate the traits and powers of the mythological character into their story. Students will focus on correct relative pronoun usage as per standard.</p>	Bloom's Taxonomy Levels	Webb's DOK
	<p>Suggested Teaching and Learning Sequence:</p>	Level 6: Create	Level 4: Extended Thinking

	<p>Part 1</p> <ul style="list-style-type: none"> • Each student will pick a mythological character that they have studied and create a new story or quest for that character. • They will prewrite using the two graphic organizers provided focusing on their character's traits to drive the story. One graphic organizer is a story map used and second to develop writing plan. • They will have to select a theme for their story that will teach a lesson to their readers. • Use the LearnZillion site for ideas about the steps to write a narrative. LearnZillion Writing Lessons <p>Heroes and a Quest 5 Minute YouTube Movie</p> <p>Part 2-3</p> <ul style="list-style-type: none"> • Students will draft their story using their graphic organizer as support. • Students will start the formative process of sharing their stories with a partner using the "Peer Editing Checklist" check off list. Their partners are looking for evidence of theme. <p>Part 4</p> <ul style="list-style-type: none"> • Students will revise and edit their stories using feedback from partners. Review SBAC rubric with students for narrative writing. <p>Part 5</p> <ul style="list-style-type: none"> • Students will publish their stories and share with class. 	<p>Rubric for Authentic Performance Task 2 (Embed Document)</p> <p>Unit 7 Task 2 Rubric</p>
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p><u>Direct Instruction:</u> Teacher will teach a direct instruction lesson on how to properly use quotations and dialogue in their writing.</p> <p><u>Nonlinguistic Representations:</u> Students determine important information while completing their trading card.</p>	<p><u>Frequent checks for understanding</u> Have students restate the directions and provide additional opportunities for them to ask their own questions.</p> <p><u>Flexible Grouping</u> Place students in a small group with peers that can guide them through the writing process.</p>	<ul style="list-style-type: none"> • Students will create a video trailer for their story. • Students will use relative pronouns in their writing. • After typing their stories, students will upload and share to their teacher website. 	<p>Fine Arts</p>

<p><u>Providing Feedback</u> Students will give feedback to their peers on their rough drafts focusing on capitalization, punctuation, and spelling.</p>	<p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write.</p> <p><u>Scaffolding</u> Provide students with step-by-step instructions that simplify the unit.</p>		
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Textbook References:</p> <p>Other Books: Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan</p> <p>Audio/Visual Resources:</p> <p>Additional Print Sources:</p> <p>Other Resources: Greek Mythology: Stories and Activities Aligned with Common Core by Nicole Shelby (License purchased by district)</p>		<p align="center"><u>Task 2 Graphic Organizers</u></p>	

PERFORMANCE TASK 3

<p>Title of Authentic Performance Task 3</p>	<p>Lessons Learned Across Stories</p>	<p>Length: 3 Days, 120-130 minutes per day</p>
<p>Standards Addressed in Authentic Performance Task 3</p>	<p>Priority Standards for Task 3:</p> <p>RL4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	

	<p>Supporting Standards for Task 3:</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p>			
<p>Detailed Description of Authentic Performance Task 3</p>	<p>Performance Task 3:</p> <p>Students will read and discuss fables, folktales and other traditional stories. The students will look for similarities in theme and story details within texts. Students will then look for commonalities within the Greek myths read in task 1.</p>		<p>Bloom's Taxonomy Levels</p>	<p>Webb's DOK</p>
	<p>Suggested Teaching and Learning Sequence:</p> <p>Part 1</p> <ul style="list-style-type: none"> You will be modeling the comparison of similar topics and themes across different stories. Reread the Greek myth of Narcissus highlighting theme. Read or watch (linked) Gertrude McFuzz (in <i>Yertel the Turtle</i>) by Dr. Seuss, identifying the theme of the story and start the comparison to Narcissus. You will also read <i>Why the Possum's Tail is Bare</i>, to continue to compare themes. These stories have the similar theme of vanity. Using the graphic organizer to guide students in the discussion to document similar treatment of this theme across these stories. <p>Gertrud McFuzz You Tube clip Why the Possum Tail is Bare Text Identifying Universal Theme PowerPoint List of Universal Themes</p> <p>Part 2-3</p> <ul style="list-style-type: none"> Review creating a constructive response to text dependent questions (text dependent questions can be found on the outside cover of <i>Why the Possum Tail is Bare</i> booklet) based on the reading. Review SBAC rubric on constructive response allowing students time to improve their answers adding all necessary information. 		<p>Level 4: Analyze</p>	<p>Level 4: Extended Thinking</p>
	<p>Rubric for Authentic Performance Task 3 (Embed Document)</p>			
<p>Response to Instruction and Intervention</p>				
<p>Instructional Strategies</p>	<p>Differentiated Strategies for Intervention</p>	<p>Differentiation Strategies for Enrichment</p>	<p>Interdisciplinary Connections</p>	
<p><u>Close Reading:</u> Following teacher modeling, students will read the passage 2-3 times in order to</p>	<p><u>Chunking Information</u> Break the reading into smaller 'chunks' by having students focus on</p>	<ul style="list-style-type: none"> After reading the three stories, students will compile a list of other stories that 		

<p>identify evidence that answers text dependent questions.</p> <p><u>Direct Instruction:</u> Teacher will teach a direct instruction lesson on how to answer text dependent questions using close reading.</p> <p><u>Advance Organizers:</u> Students will work in groups to fill out their Double Bubble Graphic Organizer and Biography Organizer for the stories.</p>	<p>one paragraph at a time.</p> <p><u>Flexible Grouping</u> Place students in a small group with peers that can help them to find answers in the text in order to answer the text dependent questions.</p> <p><u>Frequent checks for understanding</u> Have students restate the directions and provide additional opportunities for them to ask their own questions.</p> <p><u>Cues and Questions</u> Ask questions that may help students recall the information from the stories. Also, help students to organize their thoughts about the content they read in order to answer the text dependent questions.</p> <p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write.</p>	<p>have the theme of vanity.</p> <ul style="list-style-type: none"> • Students will create a Power Point or other slide show explaining the themes of the stories. • Students will create a children's book for Echo and Narcissus. 	
<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>		<p align="center">Student Resources and Materials</p>	
<p>Textbook References:</p> <p>Other Books: Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan</p> <p>Audio/Visual Resources: Identifying Universal Theme PowerPoint</p> <p>Additional Print Sources: List of Universal Themes</p>		<p>Task 3: Why the Possum's Tail is Bare</p> <p>Make sure that print center can put it in a book format and only print pages 1-4.</p> <p>Unit 7 Task 3 Graphic Organizer</p>	

Other Resources:

Greek Mythology: Stories and Activities Aligned with Common Core by Nicole Shelby (License purchased by district)

PERFORMANCE TASK 4

Title of Authentic Performance Task 4	Image is Everything		Length: 2 Days, 120-130 minutes per day	
Standards Addressed in Authentic Performance Task 4	<p>Priority Standards for Task 4:</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
	<p>Supporting Standards for Task 4:</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>			
Detailed Description of Authentic Performance Task 4	<p>Performance Task:</p> <p>Students will be placed in advertising agency groups to find a “face” of their marketing campaign for the given company they are working for. The company’s background and details will be given to the advertisement groups. They will discuss and debate what character would match the company’s image. The students will write an opinion paragraph about why they choose the character for the campaign.</p> <p>Suggested Teaching and Learning Sequence: Part 1</p> <ul style="list-style-type: none"> Give students the informational reading about creating an ad and marketing 		Bloom’s Taxonomy Levels	Webb’s DOK
			Level 5: Evaluate	Level 4: Extended Thinking
			Rubric for Authentic Performance Task 4 (Embed Document)	

	<p>strategies. Students will read and discuss common images and logos used today to sell products. Use Logo PowerPoint to show images and discuss. PBS Kids Weblink: Understanding Advertising Ad Poster What is an Ad: Bonus Activity for Students</p> <p>Part 2</p> <ul style="list-style-type: none"> Place students in groups that they will be working with for task 4-5 and the culminating activity. They students are becoming an advertising agency. The students will be given a company profile that they will be working with to create an ad campaign (task 5). Using their knowledge of the Greek mythological characters the groups will discuss which character would best represent their ad campaign. Who would be the “face” of their company? Use the Greek Allusions in Everyday Life Company Profiles <p>Part 3</p> <ul style="list-style-type: none"> After selection of their Greek mythological character they will write an opinion paragraph supporting their selection. 	<p>Unit 7 Task 4 Rubric</p>
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Response to Instruction and Intervention

Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections
<p><u>Close Reading:</u> Following teacher modeling, students will read the passage 2-3 times in order to identify evidence that answers text dependent questions.</p> <p><u>Direct Instruction:</u> Teacher will teach a direct instruction lesson on how to answer text dependent questions using close reading.</p> <p><u>Advance Organizers:</u> Students will work in groups to fill out their Double Bubble Graphic Organizer and Biography Organizer for the</p>	<p><u>Chunking Information</u> Break the reading into smaller ‘chunks’ by having students focus on one paragraph at a time.</p> <p><u>Flexible Grouping</u> Place students in a small group with peers that can help them to find answers in the text in order to answer the text dependent questions.</p> <p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write.</p>	<ul style="list-style-type: none"> Students will create a video for their marketing campaign. Students will make an actual product that their spokesperson will promote. Students will have a Socratic type debate during their discussions. 	<p>Social Studies</p>

stories.			
Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		Student Resources and Materials	
<p>Textbook References:</p> <p>Other Books: Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan</p> <p>Audio/Visual Resources: Ad Poster Visual for Students to identify ads PBS Kids Web Link: Understanding Advertising</p> <p>Additional Print Sources: Admongo Teacher Guide for Advertising</p> <p>Other Resources: Greek Mythology: Stories and Activities Aligned with Common Core by Nicole Shelby (License purchased by district)</p>		<p>Student Ad Techniques Worksheet Company Profiles What is an Ad: Bonus Activity for Students</p>	

PERFORMANCE TASK 5

Title of Authentic Performance Task 5	Midas Touch	Length: 3 Days, 120-130 minutes per day
Standards Addressed in Authentic Performance Task 5	<p>Priority Standards for Task 5:</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Supporting Standards for Task 5:</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	

Detailed Description of Authentic Performance Task 5	<p>Performance Task: Students create a marketing plan for the company. They will create a slogan and a logo for their company around the Greek character chosen in task 4. Students will prepare their presentation in a creative way trying to sell their ideas to the company.</p> <p>Suggested Teaching and Learning Sequence: Part 1: Give students the informational reading about creating an ad and marketing strategies. Students will read and discuss common images and logos used today to sell products. Use Logo PowerPoint to show images and discuss. Greek Allusions in Everyday Life Admongo Advertising Web Link for Students Admongo Teacher Resources Web Link Admongo Advertising Literacy Videos Ad Techniques Logos Design PowerPoint What Makes a Good Logo? Slogans PowerPoint</p> <p>Part 2-3: Students will return to their groups from task 4 and start working on creating a logo and slogan to rebrand the company. They have to incorporate their Greek character into their campaign. They will have to come up with a creative way to showcase their ideas. Students will show their ideas during the culminating activity. Slogan and Logo Examples Be Ad Aware Create an Ad</p>		Bloom's Taxonomy Levels	Webb's DOK
			Level 6: Creation	Level 4: Extended Thinking
			Rubric for Authentic Performance Task 5(Embed Document)	
Response to Instruction and Intervention				
Instructional Strategies	Differentiated Strategies for Intervention	Differentiation Strategies for Enrichment	Interdisciplinary Connections	
<p><u>Close Reading:</u> Following teacher modeling, students will read the passage 2-3 times in order to identify evidence that answers text dependent questions.</p> <p><u>Direct Instruction:</u> Teacher will</p>	<p><u>Chunking Information</u> Break the reading into smaller 'chunks' by having students focus on one paragraph at a time.</p> <p><u>Flexible Grouping</u> Place students in a small group with peers that can help them to find</p>	<ul style="list-style-type: none"> • Students will use more than one Greek character for their ad campaign. • During the culminating activity, students will design a set and props to use. • Students will use video to enhance their presentation. 	<p>Science</p> <p>Fine Arts</p>	

<p>teach a direct instruction lesson on how to answer text dependent questions using close reading.</p>	<p>answers in the text in order to answer the text dependent questions.</p> <p><u>Frequent checks for understanding</u> Have students restate the directions and provide additional opportunities for them to ask their own questions.</p> <p><u>Cues and Questions</u> Ask questions that may help students recall the information from the stories. Also, help students to organize their thoughts about the content they read in order to answer the text dependent questions.</p> <p><u>Sufficient "think time"</u> Provide extra time for students to process the information they have learned and what they want to write.</p>		
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<p align="center">Teacher Resources and Materials (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p>	<p align="center">Student Resources and Materials</p>
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<p>Textbook References:</p> <p>Other Books: Percy Jackson and the Olympians: The Lightning Thief by Rick Riordan</p> <p>Audio/Visual Resources: Admongo Teacher Resources Web Link Admongo Advertising Literacy Videos Logos Design PowerPoint Slogans PowerPoint</p> <p>Additional Print Sources: Ad Techniques Slogan and Logo Examples Create Your Own Ad Guide/Lesson Plan Advertisement Vocabulary Glossary from Scholastic</p>	<p>Admongo Advertising Web Link for Students Be Ad Aware: Bonus Activity for Students to Compare Ads Create an Ad: Bonus Activity for Kids</p>
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[What is an Ad saying: Bonus Activity](#)

[What Makes a Good Logo?](#)

Other Resources:

Greek Mythology: Stories and Activities Aligned with Common Core by Nicole Shelby (License purchased by district)

CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience (situation, challenge, role, audience, product or performance)

You are working for an advertising agency and have been asked to create a new marketing campaign rebranding the image and logo for a company. You will pitch your logo and slogan to company executives in hope they select your ideas. Your advertisement must include the following: the company name, the logo, and slogan. The company will give the ad company a million dollars to roll out the selected campaign.

Rubric for Culminating Learning Experience (Embed Document)

[Unit 7 Culminating Task Rubric](#)

Length

1 Day, 120-130 minutes per day

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)

Suggestions for Improvement

Student Response

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