

The UbD Template, Version 2.0

Time Frame: 9-15 Weeks	Unit Title: A Study in Connections - <i>Refugee</i>	Course Name: Grade 7 ELA
Stage 1 - Desired Results		
Established Goals <ul style="list-style-type: none"> ● Reading Literature (fiction & non-fiction): students are able to closely read a literary text, infer the author's intent, and cite textual evidence to support their understanding. ● Vocabulary: students are able to define, understand, and apply content vocabulary to a variety of tasks. ● Analytical Writing (Analysis): students are able to develop and support a claim with purposefully integrated evidence in an organized and compelling manner. <p>CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Read and analyze a narrative text and come to a conclusion about it.</p> <p>Make sense of non-literal language.</p> <p>Summarize events of history, life events, and stories in chronological order.</p> <p>Discern the connections between themselves, their reading, and their world and/or the events of history.</p>	
	Meaning	
	<u>Understandings</u> <p><i>Students will understand that...</i></p> <p><i>Authors can say one thing and mean another.</i></p> <p><i>The messages in stories can apply to a larger world..</i></p> <p><i>Historical events impact literature.</i></p> <p><i>Authors write from multiple perspectives to show multiple sides to a story.</i></p>	<u>Essential Questions</u> <p>How do I understand what an author means even when they don't say it?</p> <p>Why do we read stories?</p> <p>How do authors use history?</p>

<p>textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.7.2</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><i>People leave their homes for a variety of reasons.</i></p>	<p>How are the stories that I read or live connected to each other and the world?</p> <p>Why do people leave their homes?</p>
	<p>Acquisition</p>	
	<p><i>Students will know...</i></p> <p>Text evidence (what counts)</p> <p>Inference</p> <p>Theme</p> <p>Objective Summary</p> <p>Figurative Language (Simile, Metaphor)</p> <p>Point of View</p> <p>Narrator</p> <p>Character</p> <p>Refugee</p> <p>WWII</p> <p>Holocaust</p> <p>Cuba</p> <p>Syria</p>	<p><i>Students will be skilled at...</i></p> <p><u>Cite</u> specific pieces of textual evidence.</p> <p><u>Infer</u> things not directly (literally) stated in the text.</p> <p><u>Determine</u> a theme of a novel.</p> <p><u>Summarize</u> parts and the whole of a novel.</p> <p><u>Identify</u> figurative language and interpret its meaning.</p> <p><u>Identify</u> the point of view in a written story.</p> <p><u>Analyze</u> how the point of view shapes a story.</p> <p><u>Analyze</u> how story elements (setting, conflict, characters) impact others as well as story development.</p> <p><u>Identify</u> a historical significance and <u>analyze</u> how an author uses fiction to portray events.</p>

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