

Template for Curriculum Conceptual Planner

Taken from *Understanding by Design* by Grant Wiggins and Jay McTighe

Year-long Concept: Exploration Unit Title: Writing From Research: Blending Genres
Grade Level/Course: Sixth Grade Campus: PMS, DMS, WMS, PCMS

Unit Plan Overview

- **STEP I – What is worthy and requiring of understanding?**
Begin with the end in mind by identifying what students should know and be able to do through:
 - Enduring understandings
 - ✓ Overarching
 - ✓ Conceptual
 - Essential questions: explanation, application, perspective, self-knowledge, empathy, and interpretation
 - English Language Arts TEKS
- **STEP II – What is evidence of understanding?**
Establish evidence of student understanding through:
 - Performance tasks
 - Other assessments
- **STEP III – What learning experiences and teaching promote understanding, interest, and excellence?**
Create learning experiences and instruction that promote student understanding through the WHERE process.

Summary of the unit

The student will use research techniques to pursue personal intellectual interests and display adequate understanding of the research process. The student will choose research topics of personal interest and develop thought-provoking, open-ended research questions. The student will demonstrate understanding by developing a full “process piece” in which multiple genres of text and media are seamlessly blended.

NOTE: This unit is a general framework for which specific activities have been suggested, but others can be determined. Also, this framework does not designate a daily schedule as this is up to teacher preference. It is hoped that teachers will use this (and future units) as a framework for a bigger vision of instruction. Shape this and make it your own!

<p>What are the enduring understandings?</p> <p><i>They are unit concepts that:</i></p> <ul style="list-style-type: none"> • Have lasting value beyond the classroom • Reside at the heart of the discipline and involve “doing” the subject • Require uncoverage of abstract or often misunderstood ideas • Offer potential for engaging students 	<p>What are Essential Questions?</p> <p><i>As guides for the unit, they:</i></p> <ul style="list-style-type: none"> • Go to the heart of the discipline • Recur naturally throughout one’s learning • Raise other important questions • Provide subject and conceptual doorways to enduring understandings • Have no obvious “right” answer • Are deliberately framed to provoke and sustain student interest
---	--

<p><i>Overarching Enduring Understandings</i></p> <ul style="list-style-type: none"> • Transcend the knowledge of the unit • Could appropriately express a broad concept to address a variety of Language Arts TEKS <p style="text-align: center;"><i>Overarching Essential Questions</i></p> <ul style="list-style-type: none"> • Point beyond the unit to big ideas • Do not mention specific topics or events 	<p><u>Overarching</u> enduring understandings for this unit: Exploring the world is vital.</p> <p><u>Overarching</u> essential questions for this unit:</p> <ol style="list-style-type: none"> 1. How do I learn more about something I am interested in?
--	--

<p><i>Conceptual Enduring Understandings</i></p> <ul style="list-style-type: none"> • Are specific to the unit concept • Involve generalizations derived from the specific content knowledge and skills of the unit <p style="text-align: center;"><i>Conceptual Essential Questions</i></p> <ul style="list-style-type: none"> • Transcend the content knowledge of the unit • Help students see the “bigger” picture - 	<p><u>Conceptual</u> enduring understandings for this unit: By collecting meaningful data through multiple forms of text and media, I can discover more about the world around me.</p> <p><u>Conceptual</u> essential questions for this unit:</p> <ol style="list-style-type: none"> 1. How do I differentiate between reliable and unreliable resources? 2. How do I use the information I’ve learned to make decisions about the world?
---	--

Essential Knowledge and Skills (TEKS) for English Language Arts; write the complete TEKS item selected for the unit.

What are the Facets of Understanding?

There are six ways of analyzing the enduring understandings of a unit to achieve mature understanding. An explanation of each facet appears in the boxes below.

Facets of Understanding	Facets of Understanding for this Unit
<p>Explanation</p> <p>Sophisticated and apt explanations and theories which provide justifiable accounts of evidence, actions, and events (i.e. Was the Civil War avoidable?).</p>	<p>In what way(s) is it beneficial to know how to research and organize information?</p>
<p>Interpretation</p> <p>Interpretations, narratives, and translations that provide meaning (i.e. What does <i>The Red Badge of Courage</i> reveal about human beings and war?).</p>	<p>What do various sources reveal about my chosen topic that can change and/or deepen my understanding of it?</p>
<p>Application</p> <p>Ability to use knowledge effectively in new situations and diverse contexts (i.e. How should the U.S. memorialize the war to best honor its legacy?).</p>	<p>How can I apply what I have learned to other concepts I am interested in?</p>
<p>Perspective</p> <p>Critical and insightful points of view (i.e. How did the war look from the point of view of the Native Americans, British, other_____?).</p>	<p>Where can I find worthwhile information about subjects I am interested in? How does my perspective influence my interpretation of the information? How does the author's perspective influence my interpretation of information? How do I know who and what to believe?</p>
<p>Empathy</p> <p>The ability to get inside another person's feelings and world view (i.e. How might it feel if your home and land were destroyed by people in your country?).</p>	<p>How has my attitude towards this topic changed after I've read other points of view? In what way(s) is the public influenced by the variety of resources available?</p>
<p>Self-Knowledge</p> <p>The wisdom to know one's ignorance and how one's patterns of thought and actions inform as well as prejudice/bias understanding (i.e. What do you believe is worth fighting for?).</p>	<p>How can I use what I have learned about my research topic and about the research process in my life?</p>

<p style="text-align: center;">What is a Performance Task?</p> <p>A <i>performance task</i> is a complex scenario that provides students an opportunity to demonstrate what they know and are able to do concerning a given concept. The components of the framework for the performance task are outlined in the acronym GRASPS. The goal states the purpose of the task; the role explains student involvement in the scenario; the audience identifies to whom the student addresses; the situation explains the scenario; the product is the tangible evidence of student understanding; and the standards/criteria describes how students can complete the task successfully.</p>	<p style="text-align: center;">Performance Task(s)</p> <ol style="list-style-type: none"> 1. The student will demonstrate understanding of research by developing a full “process piece” in which multiple genres of text and media are seamlessly blended. 2. The student will demonstrate their “expert” knowledge of research topic by speaking to an audience. 3. The student will reflect on research project process in a KWL Chart and one-page analysis of research process.

GRASPS	Use of GRASPS in the Unit
<p>Goal</p> <ul style="list-style-type: none"> • Provide a statement of the task • Establish the goal, problem, challenge, or obstacle in the task. 	<ol style="list-style-type: none"> 1. The goal of this task is to motivate students to use research techniques in order to pursue personal intellectual interests and to display adequate understanding of the research process.
<p>Role</p> <ul style="list-style-type: none"> • Define the role of the students in the task. • State the job of the students in the task. 	<ol style="list-style-type: none"> 1. The student’s role is to develop questions, gather information, and present the information in way(s) that demonstrate a growing and changing understanding of the world, the research topic, and the research process. 2. The student will read, take notes, and reflect on how to “best” use knowledge gained by developing a full “process piece” in which multiple genres of text and media are seamlessly blended; demonstrate their “expert” knowledge of research topic by speaking to an audience; reflect on research project process in a KWL Chart and one-page reflection and analysis of research process/goals.
<p>Audience</p> <ul style="list-style-type: none"> • Identify the target audience within the context of the scenario • Example audiences might include a client or committee. 	<ol style="list-style-type: none"> 1. The student’s audience will consist of peers, teachers, parent(s), and administrators.
<p>Situation</p> <ul style="list-style-type: none"> • Set the context of the scenario. • Explain the situation. 	<ol style="list-style-type: none"> 1. The teacher will provide students with opportunities to develop research topic interests in addition to opportunities to develop multiple open-ended questions for research purposes. 2. The teacher will provide students with mini-lessons addressing a variety of research and note-taking methods. In addition, the students will read and write in a variety of genres in preparation for creating a full “process piece” in which multiple genres of text and media are seamlessly blended based on research.

<p>Product</p> <ul style="list-style-type: none"> • Clarify what the students will create and why they will create it. 	<p>1. The student will organize information to create a blended, multi-genre research product in which the student demonstrates knowledge of topic and the writing process. Language Arts lessons within the classroom and homework assignments will relate to research techniques and writing strategies designed to propel the project to finality.</p>
<p>Standards/Criteria</p> <ul style="list-style-type: none"> • Provide students with a clear picture of success. • Identify specific standards for success (criteria charts). • Issue rubrics to students. 	<p>1. The requirements for a successful reenactment of this performance task are explained in Level 4 of the rubric for the task.</p>

PERFORMANCE TASK DETAILS

What is a Rubric?

A rubric is a scoring guide that enables assessors to make reliable judgments about student work and helps students to self-assess. The rubric answers the question: what does mastery (and varying degrees of mastery) for an achievement target look like? A rubric most often emerges from a class generated criteria chart.

HOLISTIC RUBRIC

RUBRIC FOR PERFORMANCE TASK #1

Multi-Genre Research Project Rubric

Characteristic and Score Point	Publication
Highly Effective (4)	<ul style="list-style-type: none"> • Focused, controlled progression of thought with a sense of completeness. • Thorough and specific development of ideas with each sentence linking to the next, paragraphs directly linked. • Authentic voice; paper has a "face" • Consistent command of conventions of English. • Thorough evidence of research is incorporated logically into each genre. • Genre elements are utilized in a logical, thoughtful manner. • Overall presentation is "perfect."
Generally Effective (3)	<ul style="list-style-type: none"> • Focused, for the most part. • Generally smooth progression of thought. • Some ideas thoroughly developed with some sentence and paragraph to paragraph connections. • Authentic voice, for the most part. • Good command of English. • Most evidence of research is incorporated logically into each genre. • Most genre elements are utilized in a logical, thoughtful manner. • Overall presentation is "mostly perfect."
Somewhat Effective (2)	<ul style="list-style-type: none"> • Somewhat focused. • Not always smooth progression of thought. • Superficial development of ideas; little sentence to sentence or paragraph to paragraph connections • Limited command of English • Some evidence of research is not always incorporated logically into each genre. • Genre elements are utilized in a superficial manner. • Overall presentation needs improvement.
Ineffective (1)	<ul style="list-style-type: none"> • Not focused. • No logical progression of thought • Random listing of ideas; little development (if any). • No sense of voice • No command of English conventions. • Evidence of research is not incorporated logically into each genre. • Genre elements are not utilized. • Overall presentation is poor.

Comments:

RUBRIC FOR PERFORMANCE TASK #2

- LEVEL 4:
- LEVEL 3:
- LEVEL 2:
- LEVEL 1:

RUBRIC FOR PERFORMANCE TASK #3

- LEVEL 4: .
- LEVEL 3:
- LEVEL 2: .
- LEVEL 1:

What are Other Assessments?

Some examples in addition to the performance task include:

- **Observation/dialogue** – class discussions, conference, monitoring
- **Quiz/test** – Multiple choice, pop quizzes, open book, essay, oral exam, reports, open-ended questions, short answer
- **Projects** – long term, research-based with multiple tasks

Pre Assessment

1. Why should you know how to research information?
2. In what ways have you used research in the past?
3. How might the use of research influence your exploration of the world?

OTHER ASSESSMENTS

- Observation Small group instruction Discussion(s) Journal writing

THE STRUCTURE OF THE UNIT

What is the acronym WHERE?

The acronym WHERE stands for *where* the student is headed from the beginning to the end of the unit; how will you *hook* the student; how will you *explore* the subjects and *equip* the student; how will you *rethink* ideas and work; and how will you *evaluate* results?

Elements of WHERE	Use of WHERE in this Unit
<p>Where</p> <ul style="list-style-type: none"> • Outline where the unit is headed. 	<ul style="list-style-type: none"> • Students will understand the purpose of “researching.”

<ul style="list-style-type: none"> • Make students aware of expectations from the beginning of the unit. 	<ul style="list-style-type: none"> • Students will utilize multiple techniques for gathering and organizing information
<p>Hook</p> <ul style="list-style-type: none"> • Apply a thought provoking focus point (i.e. question, read aloud, film clip, etc.) • Use issues, oddities, problems and challenges that point toward enduring understandings, essential questions, core ideas, and assessment. 	<ul style="list-style-type: none"> • Show media clip of advertisement, “Asking for Directions.” Discuss how we all go about finding information differently. “ • Discussion: What do you care about? What do you want to know more about?
<p>Explore/Enable/Equip</p> <ul style="list-style-type: none"> • Provide learning experiences that allow students to research and explore the big ideas of the unit. • Equip students for the final assessment through guided instruction and coaching. 	<p>Lessons below are based on the mini-lesson format demonstrated in Unit 1; lessons suggested below are a starting point and it is expected that teachers will add to or delete from the list based on the needs of students.</p> <ul style="list-style-type: none"> • Use multiple planning strategies to develop a worthwhile research topic. (Inspiration for webbing, flow charts, listing, in addition to other planning strategies taught within the language arts classroom). • KWL chart to determine prior knowledge and to develop thought-provoking, open-ended questions to answer during the research stage. • Strategies for researching: how to use the reference materials in the library, how to find information on the internet, etc. • Note-taking techniques • Drafting various genres using research data. • Blending genres as seamlessly as possible. • Revising, editing, and publishing the genres. • Presenting information to an audience. • Read various texts to develop a deeper understanding of genre formats. • Analyze author techniques and “borrow” for own writing. • Utilizing unique genre formats to write factual information.
<p>Reflect/Rethink</p> <ul style="list-style-type: none"> • Provide ways to get students to use and rethink concepts. • Revise, rehearse, and refine as needed. 	<ul style="list-style-type: none"> • Discussion, reading/writing journals, conferences • Pose unit questions to clarify project expectations
<p>Exhibit/Evaluate</p> <ul style="list-style-type: none"> • Assess student work for quality and effectiveness. • Reveal what students understand through final performances and other assessments. 	<ul style="list-style-type: none"> • Rubrics for performance tasks • Observation • Individual student conferences • Checklists • Journal reflections

Similar to WHERE is the 5-E Model for Science that compliments well the process above:



What is the 5-E Model?

A: Many curriculum programs use an instructional model characterized by the 5 Es: engage, explore, explain, elaborate and evaluate. Each E represents part of the process of helping students sequence their learning experiences to construct their understanding of concepts.

Engage

First, students are engaged by an activity or question related to the concept that the teacher plans to introduce.

Explore

Then the students participate in one or more activities to explore the concept. This exploration provides students with a common set of experiences from which they can initiate the development of their understanding.

Explain

In the explain phase, the teacher clarifies the concept and defines relevant vocabulary.

Elaborate

Then the students elaborate and build on their understanding of the concept by applying it to new situations.

Evaluate

Finally, the students complete activities that will help them and the teacher evaluate their understanding of the concept.

This 5-E model is based on a constructivist philosophy of learning.



RESOURCES

- Use links below to access recommended literature lists by grade level.

Picture Books	Short Stories	Nonfiction	Poetry	Media

Additional resources:

www.mybookmarks.com/public/pgray

Modifications/Differentiation in instruction:

Instruction is modified through flexible grouping based on student need (tiered lessons, student choice w/ varied ability level activities...)