

STAGE ONE: Identify Desired Results			
E s t a b l i s h e d  G o a l s / S t a n d a r d s	<b>Comprehension</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  <b>Vocabulary</b> RI 8.4 Determine the meaning of words and phrases as they are used in a text.  <b>Writing</b> 1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. e. Provide a concluding statement or section that follows from the argument presented.  <b>Speaking and Listening</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye	Long-Term Transfer Goal	
		<i>At the end of this unit of study, students will use what they have learned to independently... read analytically (at the literal and inferential levels); determine validity, relevance and sufficiency of evidence; and construct and determine arguments in a range of increasingly complex texts.</i>	
		Meaning	
		<b>Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• An effective argument has a clear claim and evidence to support the claim.</li> <li>• There is power in peer pressure and it can have dangerous effects on teens.</li> </ul>	<b>Essential Questions</b> <i>Students will consider such questions as...</i> <ul style="list-style-type: none"> <li>• What is peer pressure?</li> <li>• How can teens handle pressures they face?</li> <li>• What impact can peer pressure have on teens?</li> <li>• Are social networking sites harmful for teens?</li> <li>• What makes an argument effective?</li> </ul>
		Acquisition	
		<i>What knowledge will students learn?</i> <ul style="list-style-type: none"> <li>• Vocabulary Target Words               <ul style="list-style-type: none"> <li>o Pressure</li> <li>o Negative</li> <li>o Authority</li> <li>o Confidence</li> <li>o Convince</li> <li>o Rebel</li> <li>o Constant</li> <li>o Appreciate</li> <li>o Principle</li> <li>o Participate</li> </ul> </li> <li>• Students will learn that homophones are two words that sound the same but have different meanings and spellings.</li> <li>• Compound Words are made up of two or more smaller words</li> <li>• Grammar               <ul style="list-style-type: none"> <li>o Irregular Verbs-define past tense</li> <li>o Using commas with introductory words</li> </ul> </li> </ul>	<i>What skills will students learn?</i> <ul style="list-style-type: none"> <li>• Identify problems and solutions in text.</li> <li>• Cite textual evidence to support analysis of what the text says explicitly.</li> <li>• Interpret information and explain how it contributes to an issue under study.</li> <li>• Use of graphic organizers and text markings.</li> <li>• State a point of view and support it in writing.</li> <li>• Use new academic vocabulary and generate examples to reinforce meaning.</li> <li>• Determine the meaning of homophones by using sentence context.</li> <li>• Choose words that convey ideas precisely.</li> <li>• Use irregular past-tense verbs correctly.</li> <li>• Analyze an argument essay.</li> <li>• Write an argumentative essay.               <ul style="list-style-type: none"> <li>o Identify purpose/audience.</li> <li>o Write thesis statement (presents a claim).</li> <li>o Write an argument w/convincing reasons.</li> </ul> </li> <li>• Use a rubric to assess and revise writing.</li> <li>• Debate               <ul style="list-style-type: none"> <li>o Analyze features of a model debate.</li> </ul> </li> </ul>

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contact, adequate volume, and clear pronunciation. <b>Language</b>		<ul style="list-style-type: none"> <li>o Write an effective debate.</li> <li>o Participate in discussion using complex sentences and formal English.</li> <li>o Use academic language to state and justify an opinion.</li> </ul>
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
Criteria to assess understanding: <i>(This is used to build the scoring tool.)</i> <ul style="list-style-type: none"> <li>• Clear stance</li> <li>• Engaging opening statement</li> <li>• Developed relevant arguments that support claim</li> <li>• Addressed counter arguments</li> <li>• Rebuttal</li> <li>• Closing statement</li> <li>• Speaking: use of academic lang., volume, tone, pace, body language</li> </ul>	<b>Performance Task focused on Transfer:</b> After considering multiple perspectives, students will develop an argument about whether social networking sites are harmful for teens and students will prepare for and participate in a debate using academic language. <ul style="list-style-type: none"> <li>• Written debate preparation sheet (p143)</li> <li>• Debate Rubric (attachment)</li> </ul>
	<b>Other Assessment Evidence:</b> <ul style="list-style-type: none"> <li>• React and Write Prompts</li> <li>• Problem/Solution Graphic Organizers</li> <li>• Vocabulary Graphic organizer</li> <li>• Target Vocabulary Words</li> <li>• Word Challenge</li> <li>• Analyze and Evaluate section</li> <li>• Word Challenge</li> <li>• Peer Review Rubric</li> <li>• Response to Questions</li> </ul>

STAGE THREE: Plan Learning Experiences		
AMT	Learning Events:	Evidence of learning: <i>(formative assess.)</i>
Acquisition	Prereading / Building Background Knowledge (Anchor Video) p. 118G <ul style="list-style-type: none"> <li>• Preview text to activate prior knowledge and make predictions.</li> <li>• Active viewing, listening, responding to questions about video to build knowledge of peer pressure, including kinds of peer pressure teens face.</li> <li>• Responding using simple and compound sentences.</li> <li>• Use new academic vocab (target words) and generate examples to reinforce meaning.</li> </ul>	P119 Vocabulary Graphic organizer

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Meaning Making	<p>Reading 1: Tragic Death on Train (News Article) p. 120</p> <ul style="list-style-type: none"><li>● Read news article three times to develop fluency and summarize an aspect of the text [review skill].</li><li>● Identify &amp; organize information to find problems &amp; solutions in news article.</li><li>● Respond to the news article in writing.</li><li>● Articulate an oral summary [review skill].</li><li>● Use new academic vocab (target words) in complete sentences and practice usage of words.</li></ul>	<p>P121 Problem and Solution Graphic Organizer</p> <p>Response to writing prompts p120, 123</p> <p>Target Vocabulary words</p>
Meaning Making	<p>Reading 2: The Secrets of Self-Esteem (Magazine Article) p. 122</p> <ul style="list-style-type: none"><li>● Read a magazine article three times (fluency).</li><li>● Identify problems and solutions in the magazine article using graphic organizer and text marking.</li><li>● Summarize the topic &amp; details of a section of magazine article [review skill].</li><li>● Analyze information from the magazine article.</li><li>● Articulate problems &amp; solutions using present-tense verbs and signal words.</li><li>● Express a personal reflection.</li><li>● Use new academic vocabulary and practice previously taught words.</li></ul>	<p>P125 Problem and Solution Graphic Organizer</p> <p>Response to writing prompts p 124</p> <p>Target Vocabulary Words</p>
Meaning Making	<p>Reading 3: The Power of Peer Pressure (Life Skills Feature) p. 126</p> <ul style="list-style-type: none"><li>● Read a life skills feature three times (fluency).</li><li>● Identify problems and solutions in the text.</li><li>● Review summarization; summarize topic &amp; important details [review skill].</li><li>● Read and interpret a bar graph.</li><li>● State a point of view; support it in writing.</li><li>● Analyze and evaluate information from a life skills feature.</li><li>● Use new academic vocabulary and practice previously taught words.</li><li>● Describe features of a bar graph using appropriate terms: title, bars, scale.</li></ul>	<p>Response to Problem and Solution prompts p127</p> <p>Target Vocabulary Words</p>
Meaning Making	<p>Stretch Activities</p> <ul style="list-style-type: none"><li>● Close reading a news article.</li><li>● Analyze how a key idea is introduced and elaborated in a text (cite textual evidence to support analysis).</li><li>● Write an informational essay and argument essay.</li><li>● Conduct a short research project to answer a question.</li><li>● Interpret information &amp; explain how it contributes to an issue under study.</li></ul>	<p>Problem and Solution Graphic Organizer</p> <p>Analyze and Evaluate Section</p>
Acquisition	<p>Vocabulary/Word Study</p> <ul style="list-style-type: none"><li>● Participate in group discussion to explain and elaborate on responses to academic vocab tasks.</li><li>● Identify the meaning of homophones and compound words.</li><li>● Determine the meanings of homophones by using sentence context.</li></ul>	<p>Word Challenge p130/131</p>

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Meaning Making	Writing: Argument Essay <ul style="list-style-type: none"> <li>Analyze an argument essay.</li> <li>Identify purpose/audience.</li> <li>Brainstorm ideas for writing an argument essay.</li> <li>Articulate a thesis statement that presents a claim.</li> <li>Write an argument essay that includes convincing reasons.</li> <li>Use a rubric to assess and revise writing (writing checkpoint).</li> <li>Collaborate with a partner to discuss writing feedback using formal English.</li> <li>Choose words that convey ideas precisely.</li> <li>Use irregular past-tense verbs correctly.</li> </ul>	Analyzing the text type graphic organizer pg 133  Write your own draft graphic organizer p136  Peer review rubric p137
Meaning Making	Extension: Evaluate a Social Networking Account <ul style="list-style-type: none"> <li>Evaluate privacy settings of a social network account and discuss how to protect yourself on the internet.</li> <li>Read an interview &amp; profile to learn about the career of a school counselor.</li> <li>Participate in a discussion using complex sentences.</li> <li>Use academic language to state and justify an opinion.</li> </ul>	Response to questions 1,2,3 p140
Transfer	Informative Assessment: Wrap Up Project <ul style="list-style-type: none"> <li>Write an effective debate</li> <li>Analyze features of a model debate</li> <li>Participate in a debate using proper posture</li> <li>Provide peer feedback using frames</li> <li>Show understanding of academic words</li> <li>Review homophones/compound words</li> <li>Use appropriate strategies to answer different question types and demonstrate comprehension of complex texts</li> </ul>	Completed Debate graphic organizer p143  Participation in debate [Debate rubric (attached)]

T, M, A (Code for Transfer, Meaning Making and Acquisition)	Learning Target	STAGE THREE: Plan Learning Experiences	Evidence of learning: (formative assessment)
Day 1 MM	I can use active viewing and listening skills to answer questions about a video and build knowledge about peer pressure.	Activate Prior Knowledge-Anchor Videos <ol style="list-style-type: none"> <li>Watch anchor videos 6 min</li> <li>Discuss prompts and have students complete peer pressure web 5 min</li> <li>Have students review key ideas and connect and respond in writing on an exit ticket. 5 minutes.</li> </ol>	Peer Pressure Web  Exit ticket One kind of peer pressure is.. One serious problem Niki faces is.. Does Niki manage to fit in at school? Does Niki have a positive/negative attitude about her family problems? Why do you think teens sometimes give in to peer pressure and do dangerous things?
			Learning Target Tracker

**Commented [1]:** I adapted this part of the UbD template and made a basic mini-lesson plan for small group instruction each day.

**Commented [2]:** We are thinking that this sort of information is more relevant to individual lesson plans. See chart above that outlines what we thought would be considered the major learning experiences.

**Commented [3]:** I agree. The way you outlined it focuses more on major learning experiences. Looks good to me. We can include the LT in specific lesson plans.

**Commented [4]:** This is something we can talk about in CPT. Other departments have great tools we can adapt and use.

Based on UbD (ASCD) by G. Wiggins and J. McTighe

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Day 2 A	I can use new academic vocabulary and create examples to reinforce meaning.	Academic Vocabulary <ol style="list-style-type: none"> <li>Have students look at title, headline, photograph and caption. 2 min</li> <li>Read introduction with oral cloze. 2 min</li> <li>Academic vocabulary pg 119-10 min</li> <li>Exit ticket-vocabulary review 2 min</li> </ol>	<i>Target vocabulary chart</i> <i>Exit ticket</i> Try not to give in to peer____. Laura hopes to ____her friend to go to the movies. He wanted to improve his ____. When doing research, look for sources from an____. The medicine didn't help; it had a ____effect on me.
Day 3	I can read a news article multiple times to develop fluency and summarize an aspect of the text.  I can identify and organize information to find the problem and solution in a news article.	Reading 1 Tragic Death on a Train pg 120 <ol style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ol>	Learning Target Tracker  Gist statement Problem Solution Chart  Learning Target Tracker
Day 4			
Day 5			
Day 6			

Commented [5]: The Read180 lesson has these done orally but I prefer written.

Day 7			
Day 8			
Day 9			