

## Curriculum planning chart

**Generative Topic** (Blythe et al, 1998): **Perseverance**

**Subject: Language Arts**

**Name: Abby Foley**

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
<p>(The big idea, the "enduring understanding" [Wiggins, 1998]; a broad way of making sense of the world, or a "life lesson")</p> <p>Students will understand that mastering anything takes perseverance.</p> <p>There are many of instances of individual and collective perseverance throughout history and literature.</p> <p><u>Central problem / issue / or essential question</u> (intended to "get at" the concept; the "motorvator")</p> <p>*What do students want to accomplish? *What steps can they take to do so?</p>	<p>Common Core, PA</p> <p>CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,</p>	<p><b>Quick Writes:</b> Following/During read alouds, have students identify examples of perseverance and strategies for doing so.</p> <p><b>Graded Writing Assignment:</b> On day 1, students will write at least two goals for themselves. Daily (?) throughout unit, students will journal how they are working towards meeting that goal.</p> <p><b>Writers' Workshop:</b> Give them prompts to write a story or memoir regarding perseverance</p> <p><b>Class Discussion:</b> Read Alouds, Theme Song</p> <p><b>Vocabulary Quiz:</b> Terms</p>	<p>At least two examples of historical and literary characters who persevered through a challenge, big or small.</p> <p>Perseverance vocabulary terms (persevere, goal, progress)</p>	<p>Write goals and the steps they are taking to meet them.</p> <p>Identify perseverance (and lack thereof) in literature, history and their own lives</p>	<p>How did X persevere?  Why did X want to persevere?</p>	<p>Read Alouds:</p> <p><i>Brothers in hope</i> <i>Leo the Late Bloomer</i> <i>Herman the Helper</i> <i>Amazing Grace</i> <i>Little Red Hen</i> <i>A weaver of words</i> <i>Tales from Africa</i> <i>Two Brothers</i></p> <p>Theme Song: Hall of Fame, The Script</p>

	<p>punctuation, and spelling.</p> <p>CC.1.4.3.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>CC.1.5.3.B Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p>					
--	---	--	--	--	--	--

\* It is important to note that the concept might remain the same across subjects (e.g., the concept on the math curriculum table might be the same as the concept on the social studies curriculum table), OR it might be different.

**Generative Topic (Blythe et al, 1998): Perseverance**

**Subject: History**

**Name: Abby Foley**

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
<p>(The big idea, the "enduring understanding" [Wiggins, 1998]; a broad way of making sense of the world, or a "life lesson")</p> <p>Students will understand that mastering anything takes perseverance.</p> <p>There are many of instances of individual and collective perseverance throughout history and literature.</p> <p><u>Central problem / issue / or essential question</u> (intended to "get at" the concept; the "motorator")</p> <p>*What did X want to accomplish? How did he/she do it?</p>	<p>National Curriculum Standards for Social Studies:</p> <p>2: Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.</p> <p>4: Individual Development and Identity Social studies programs should include experiences that provide for the study of individual development and identity.</p> <p>6: Power, Authority, and Governance Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.</p>	<p><b>Perseverance Book (culminating project):</b> Students will each write a paragraph describing how someone (in history or that they know personally) has persevered.</p> <p><b>Class Discussion:</b> After read alouds, guest speaker</p> <p><b>Interview Write-Ups</b></p>	<p>At least two examples of historical and figures who persevered through a challenge, big or small.</p> <p>Scientific breakthroughs occur only after scientists spend many months or years trying to get it just right (usually).</p>	<p>Identify perseverance (and lack thereof) in history.</p> <p>Conduct an interview and take notes during</p>	<p>How did X persevere?</p> <p>Why did X want to persevere?</p> <p>How did X's perseverance benefit society as a whole?</p>	<p>Read Alouds: <i>Brothers in hope</i> <i>Amazing Grace</i></p> <p>Theme Song: Hall of Fame, The Script</p> <p>Guest Speaker- 8<sup>th</sup> Grader, Shjuan Fisher</p> <p>Interview someone (family member) about perseverance</p> <p>Something re scientific breakthrough....</p>

\* It is important to note that the concept might remain the same across subjects (e.g., the concept on the math curriculum table might be the same as the concept on the social studies curriculum table), OR it might be different.

**Generative Topic (Blythe et al, 1998): Perseverance**

**Subject: Math**

**Name: Abby Foley**

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
<p>(The big idea, the "enduring understanding" [Wiggins, 1998]; a broad way of making sense of the world, or a "life lesson")</p> <p>There are quantitative measures that can help track one's progress towards a goal.</p> <p><u>Central problem / issue / or essential question</u> (intended to "get at" the concept; the "motorvator")</p> <p>*What progress are we making towards our goal?</p> <p>*How much further do we have to go?</p>	<p>PA Common Core:</p> <p>CC.2.4.3.A.4 Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs.</p> <p>CC.2.1.3.B.1 Apply place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<p><b>Fundraiser Project:</b> Class poster/bulletin board that tracks progress towards goal of raising money for X.</p> <p><b>Graphs:</b> Students will construct and analyze their PSSA constructed response scores (or Benchmark scores) so as to visually represent their progress or lack thereof.</p> <p><b>Math Word Problems (Collected):</b> Based on literature/historical readings that involve persevering.</p>	<p>Progress occurs over time and that people must persevere inch-by-inch.</p>	<p>Use bar graphs to display their progress reports.</p>	<p>How much have we/you accomplished?</p> <p>How much more do we need to raise?</p> <p>How have you/we progressed since we started collected data?</p>	<p>Plan a fundraiser- decide for what, figure out target \$ goal, track daily progress towards goal.</p> <p>Daily math warm-up problems centered on perseverance tracking.</p> <p>Graphing their PSSA scores.</p>

\* It is important to note that the concept might remain the same across subjects (e.g., the concept on the math curriculum table might be the same as the concept on the social studies curriculum table), OR it might be different.

**Generative Topic (Blythe et al, 1998): Perseverance**

**Subject: Science**

**Name: Abby Foley**

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
<p>(The big idea, the "enduring understanding" [Wiggins, 1998]; a broad way of making sense of the world, or a "life lesson")</p> <p>Mastering anything requires perseverance</p> <p>There are many of instances of individual and collective perseverance throughout history and literature.</p> <p><u>Central problem / issue / or essential question</u> (intended to "get at" the concept; the "motorvator")</p> <p>*What did X want to accomplish? How did he/she do it?</p>			<p>How X was discovered and why it was important that Y continued to work on this discovery.</p>	<p>Something relating to experiment</p>		<p>Read Aloud/Read and Respond/Watch short documentary on: About scientific breakthrough</p> <p>SOME EXPERIMENT (TBD, am discussing with NLB)</p>

\* It is important to note that the concept might remain the same across subjects (e.g., the concept on the math curriculum table might be the same as the concept on the social studies curriculum table), OR it might be different.