

Curriculum planning chart

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

Subject: Language Arts

Name: Abby Foley

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
("The student will understand...")		(How will you have evidence that they know it?)	("The students will know...")	("The students will be able to...")	("Guiding questions" or "unit questions")	
<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</p>	<p>Quick Writes: Following/During read alouds, have students identify examples of perseverance and strategies for doing so.</p> <p>Graded Writing Assignment: Students will write at least two goals for themselves. Throughout unit, students will journal how they are working towards meeting that goal.</p> <p>Writers' Workshop: Give them prompts to write a story or memoir regarding perseverance</p> <p>Class Discussion: Read Alouds, Theme Song</p>	<p>At least two examples of historical and literary characters who persevered through a challenge, big or small.</p> <p>How perseverance vocabulary terms (persevere, goal, progress) relate to each other and to the students' own lives.¹</p>	<p>Write goals (long term and short term) 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?</p> <p>Why did X want to persevere?</p> <p>What did X have to do to persevere? Would you have done something differently?</p> <p>What do all of these people we read about in common? What have we learned about perseverance?</p>	<p>Read Alouds:</p> <ul style="list-style-type: none"> • <i>Brothers in Hope</i> • <i>Leo the Late Bloomer</i> • <i>Amazing Grace</i> • <i>Tales from Africa- Two Brothers</i> • <i>Thank You, Mr. Falker</i> • <i>The Gigantic Turnip</i> • <i>Marie Curie: Prize-Winning Scientist</i> • <i>The Story of August 15th</i> <p>Theme Song: Hall of Fame, The Script</p>

¹ More important that students know the concept behind those terms and how they are interconnected than the terms themselves.

	<p>grammar, usage, capitalization, 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>					
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Generative Topic (Blythe et al, 1998): Perseverance**Subject: Social Studies****Name: Abby Foley**

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
("The student will understand...")		(How will you have evidence that they know it?)	("The students will know...")	("The students will be able to...")	("Guiding questions" or "unit questions")	
<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>Perseverance Book (culminating project): Students will each write a paragraph describing how someone (in history or that they know personally) has persevered.</p> <p>Class Discussion: After read alouds, guest speaker</p> <p>Interview Write-Ups</p>	<p>At least two examples of historical and figures who persevered through a challenge, big or small.</p> <p>At least two local examples' (Shjuan and family/friend) of local perseverance.</p> <p>Scientific breakthroughs occur only after scientists spend many months or years trying to get it just right (usually).</p>	<p>Critique examples of perseverance (and lack thereof) in history.</p> <p>Conduct an interview with a family member or someone in the community, asking them to describe instances of personal or communal perseverance and success. Take notes during the interview and present an overview back to the class.</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>What do all of these people we read about in common? What have we learned about perseverance?</p>	<p>Read Alouds: <i>Brothers in Hope</i> <i>Amazing Grace</i> <i>The Story of August 15th</i></p> <p>Theme Song: Hall of Fame, The Script</p> <p>Guest Speaker- 8th Grader, Shjuan Fisher</p> <p>Interview someone (family member) about perseverance</p> <p>Marie Curie's Story</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>Graphs: Students will construct and analyze their multiplication minute test scores so as to visually represent their progress or lack thereof.</p> <p>Math Word Problems (Collected): Based on saving money.</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 have you/we progressed since we started collected data?</p> <p>What tactics have people used to see more growth in their multiplication tests?</p> <p>Why does X want to save his/her money? Do you think it's hard to do that? What can he/she NOT do because of the focus on saving money?</p>	<p>Multiplication Minute tests-graphing progress throughout two weeks</p> <p>Math word problems centered on perseverance (saving \$).</p>

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