

Stage 1- Desired Results	
<p>Content Standard/Established Goals:</p> <ul style="list-style-type: none"> • Demonstrate understand of key ideas and details in literature (CC.1.3) • Solve problems involving the four operations and identify (CCRS.3.OA.8) • Develop and strengthen writing as needed by planning, revising, and editing (CC 1.4) • Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions (CC 1.5) 	
<p>Understandings Students will understand that:</p> <ul style="list-style-type: none"> • Mastering anything requires perseverance • There are many of instances of individual and collective perseverance throughout history and literature. • There are quantitative measures that can help track one’s progress towards a goal. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What goals do students have and what steps can they take to meet them? • Why persevere? What’s the point? • What are good tactics to employ to aid with perseverance?
<p>Student Objectives/Outcomes Students will know...</p> <ul style="list-style-type: none"> • At least two examples of historical and literary characters who persevered through a challenge, big or small • Perseverance vocabulary terms (persevere, goal, progress) 	<p>Student Objectives/Outcomes Students will be able to...</p> <ul style="list-style-type: none"> • Write goals and track their progress towards meeting them • Identify perseverance (and lack thereof) in literature, history and their own lives
Stage 2- Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • 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. • Students will produce stories during writers’ workshop that involve characters (memoirs or fictional) who persevere • Students will produce graphs that track their PSSA constructed response score progress throughout the semester 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Oral and written responses to the EQs • Entries in Quick Write books during read alouds that describe a figure’s perseverance • Free response test after one of the historical presentations? • Students will solve word problems related to persevering with saving money
Stage 3- Learning Plan	
<p>Learning Activities:</p>	