

Stage 1- Desired Results	
<p><b>Content Standard/Established Goals:</b></p> <p><b>Language Arts</b></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, 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> <p><b>National Curriculum Standards for Social Studies:</b></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>Math:</b></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>Understandings</b></p> <p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Mastering anything requires perseverance</li> <li>There are many of instances of individual and collective perseverance throughout history and literature.</li> <li>There are quantitative measures that can help track one's progress towards a goal.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What goals do students have and what steps can they take to meet them?</li> <li>Why persevere? What's the point?</li> <li>What are good tactics to employ to aid with perseverance?</li> </ul>
<p><b>Student Objectives/Outcomes</b></p> <p>Students will know...</p> <ul style="list-style-type: none"> <li>At least two examples of historical and literary characters who persevered through a challenge, big or small</li> <li>How perseverance vocabulary terms (persevere, goal, progress) relate to each other and to the students' own lives.<sup>1</sup></li> </ul>	<p><b>Student Objectives/Outcomes</b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Write goals and track their progress towards meeting them</li> <li>Identify perseverance (and lack thereof) in literature, history and their own lives</li> </ul>
Stage 2- Assessment Evidence	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Students will write at least two goals for themselves. Throughout unit, students will journal how they are working towards meeting that goal.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Oral and written responses to the EQs</li> <li>Entries in Quick Write books during read alouds that describe a figure's perseverance</li> </ul>

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

<ul style="list-style-type: none"> <li>Students will produce stories during writers' workshop that involve characters (memoirs or fictional) who persevere</li> <li>Students will produce graphs that track their Multiplication Minute progress throughout the two week period.</li> <li>Students will interview a family member or friend and report to the class on what they learned about that person's perseverance history.</li> <li>Students will make a perseverance book.</li> </ul>			<ul style="list-style-type: none"> <li>Free response test after India lesson.</li> <li>Students will solve word problems related to persevering with saving money</li> </ul>
Stage 3- Learning Plan			
Learning Activity	Objective/Goal	Formative Assessment	
Discussion- What is perseverance?	SWBAT define perseverance and identify examples of it.	<ul style="list-style-type: none"> <li>Think-Pair-Share → Pair writes 1) what comes to mind when they think of perseverance, 2) defines perseverance, 3) use it in a sentence</li> <li>Writer's Workshop- Story that includes perseverance</li> </ul>	
Discussion- What are goals? How can we set them?	SWBAT define goals and discuss steps they can/will take to achieve them.	<ul style="list-style-type: none"> <li>Writer's workshop- Write goals and steps</li> <li>Writer's workshop (week 2)- Update progress on goals</li> </ul>	
Multiplication Minute	SWBAT measure their progress using quantitative means.	Class discussion over chart (track using checklist which students answer, 2-5/day)	
Discussion- What else can we track progress of to measure perseverance?	SWBAT analyze goals for "measurability". SWBAT explain how measuring goals aids perseverance.	Each student writes 1 goal that can be measured → Class discussion/list.	
Read Aloud- <i>Leo the Late Bloomer</i>	SWBAT analyze Leo's perseverance and compare it to their own past successes.	Write in quick write books as they notice an example of perseverance.	
Read Aloud- <i>Brothers in Hope</i> (2 parts)	SWBAT explain the boys' reason(s) for persevering.	<ul style="list-style-type: none"> <li>Write in quick write books as they notice an example of perseverance.</li> <li>Think-Pair-Share → Pair writes 1-3 reasons</li> </ul>	
Discussion- Why do people persevere?	SWBAT decide why individuals and/or groups persevere.	<ul style="list-style-type: none"> <li>Think-Pair-Share → Pair writes 3 reasons.</li> </ul>	
Read Aloud- <i>Amazing Grace</i>	SWBAT identify deterrents to perseverance. SWBAT identify aids to perseverance.	Write in quick write books as they notice an example of hindrance or aid to perseverance.	
Read Aloud- <i>The Gigantic Turnip</i>	SWBAT explain how changing strategies can lead to success	<ul style="list-style-type: none"> <li>Thumbs-Up when you notice goal</li> <li>Quick write books- "timeline" of efforts/strategies and discussion of changing strategies</li> <li>Think-Pair-Share → Pair writes human example of how/when people would alter their strategy to achieve a goal.</li> </ul>	
Read Aloud- <i>Thank You, Mr. Falker</i>	SWBAT assess the ability of individuals to overcome physical/mental disabilities and achieve goals.	<ul style="list-style-type: none"> <li>Quick write books- before and after Mr. Falker's class</li> <li>Think-Pair-Share → Pair comes up with another (imaginary or real) time when a disability did not stop a person from meeting their goal.</li> </ul>	
Presentation of Jackie Robinson	SWBAT situate the need for Robinson's perseverance in a historical context. SWBAT identify fruits of perseverance.	<ul style="list-style-type: none"> <li>Quick write books- 2 columns: 1 side- words to describe baseball/society at the time; 1 side- words to describe Robinson's attitude and actions</li> </ul>	
Marie Curie Presentation/Read Aloud	SWBAT explain the lengthy process of perseverance. SWBAT identify fruits of	<ul style="list-style-type: none"> <li>Think-Pair-Share → how many years between starting to work and first</li> </ul>	

	Curie's perseverance.	discovery and then until award? • Thank you letter to Curie
India's Anticolonial Movement	SWBAT discuss how and why India shook colonial rule. SWBAT understand that perseverance can be a group effort, not just individual, and can take many lifetimes.	• Quick write book- timeline (with years) showing main events • Free response test (2 reasons why India wanted the British to leave, 2 ways they tried to do this) • Diary entry from point of view of Ghandi or other figure in the book
Perseverance in Saving Money (Word Problems)	SWBAT discuss the need to persevere when saving for something.	Worksheet with questions that involve saving money and tracking how much time it takes to do so.
Analyze theme song ( <i>Hall of Fame</i> , The Script)	SWBAT explain how music can inspire and promote perseverance.	Students will review lyrics for examples of perseverance and goals Students will discuss other songs that inspire them.
Analysis of Guest Speaker	SWBAT identify challenges to perseverance and strategies to assist with such.	Students' questions to speaker (using Teacher's College protocol <sup>2</sup> ).
Interview family member/friend about time they persevered.	SWBAT conduct an interview and take appropriate notes. SWBAT summarize an interview for the class. SWBAT identify examples of perseverance in their family/friends' lives.	Interview notes/presentation.
Analysis of tracking progress	SWBAT identify progress in their graphs. SWBAT quantitatively report their progress towards their multiplication minute goals.	Graph posters
Synthesize perseverance stories	SWBAT analyze all examples of perseverance and decide which resonates most with them. SWBAT defend their choice. SWBAT (as a class) create a book.	Perseverance Book
<b>Skill Strands</b>		
<input checked="" type="checkbox"/> Conduct an interview <input checked="" type="checkbox"/> Identify and create parts of a book <input checked="" type="checkbox"/> Take notes during a presentation/interview <input checked="" type="checkbox"/> Single digit multiplication <input type="checkbox"/> Coherent, grammatically correct writing		
<input checked="" type="checkbox"/> major focus <input checked="" type="checkbox"/> reinforced <input type="checkbox"/> unsupported/required		

<sup>2</sup> <http://www.tcpress.com/pdfs/mcdonaldprot.pdf>