**Level: Developing – Challenges**

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| **Stage 1 – Desired Results** |
| **Established Goals:** |
| **Understandings:***Students will understand that* * There are many kinds of challenge
* Challenges are part of everyone’s life.
* People respond to and resolve challenges in a variety of ways.
* Challenges can make us stronger
 | **Essential Questions:*** How does a person change as a result of challenge?
* How does a challenging situation influence how one thinks and acts?
* How do people respond to and resolve challenges?
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| Students will know÷* The structure of a short story
* Story elements
 | Students will be able to ÷ *(Language functions)*Recognize: Main idea and supporting ideas from a paragraph and short storiesAnalyze: character traits- strengths and weaknessesIdentify: the elements of a story* Title ␣
* Setting ␣
* Characters

 (antagonist/protagonist) * Plot
* Conflict (person vs. person, Person vs. nature, Person vs. fate, Person vs. society, person vs. self.

Cause and Effect: Students will understand cause and effectInfer: Predict events in story. Use details to infer what’s happening in the story (read between the lines). |
| *Unit Vocabulary: challenges, obstacle, disability, strive, overcome, goals, long-term goals, short-term goals, aspiration, expectation, courage, bravery, success, failure, expectation, conflict, struggle, resolution**Organize according to parts of speech i.e. Noun: aspiration Verb: aspire Adjective: aspiring*  |
| **Stage 2 – Assessment Evidence** |
| **Performance Tasks:*** Write a well-developed paragraph about three challenges you experienced immigrating to the US.
* Write a letter to a friend who is facing a challenge. Give advice to him/her on how to solve the problem.
* Debate (See *The Big Wave*)

Note:* Used graphic organizers
* Topic sentence is clear
* Ideas are developed:
* Facts,Reasons, Examples, Details
* Appropriate grammar and mechanics
 | **Other Evidence:*** Use content vocabulary
* Vocabulary quizzes
* Note: Beginning of the year writing prompt to be placed in ELL folder:

\*Write a well-developed paragraph(s) about a challenge you or someone you know has faced or is facing. Explain how that person dealt with the challenge. (Note: Refer to Kate Kinsella, Empower, etc.) |
| **Stage 3 – Learning Plan** |
| **Learning Activities:*** Brainstorm challenges that people face (students, immigrants, etc.) and how they might overcome those challenges
* Create a map of personal goals for the year (hope, should, If÷then, cause and effect: because, etc.)
* Role play a situation where students have to solve a problem.
* Create a Reader’s Theater skit based on one of the short stories.
* Create a web to illustrate the traits of characters or people who have overcome challenges
* Read and report on a biography of a famous person who has overcome challenges
* Responding to a writing prompt
* Read and report on current events ( local, national, global)
* Interview parents, teachers, adults about a challenge they face.
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| **Materials and Resources:**“Helen Keller”( Launch into Reading or Reading Power (purple) p. 49-55) “The Diary of Anne Frank” (excerpt, Launch into Reading, p. 112 and VIL Bronze) “No Speak English” (Launch into Reading, p. 124)NSHS “Black Boy” (Spotlight on Literature, Collection #3, p.34) “David and Goliath” (Spotlight on Literature 1- p. 80) “The Mystery of Heroism” (Spotlight on Literature- 1 (p.2) “Rikki Tikki Tavi” (Spotlight on Literature- 1 (p. 10) “The Revolt of Mother” (Spotlight n Literature- 1 (p. 21) “La Bamba” by Gary Soto (Brown)Newspapers, magazines (Time for Kids, etc)*The Big Wave* by Pearl Buck Number the Stars by Lois Lowry Note: \*Debate Should Jiya live with the old gentleman? *Lyddie* by Katherine Paterson Island of the Blue Dolphins by Scott Dell*Letters from Rifka* by Karen Hesse *Hatchet* by Gary Paulsen *Sign of the Beaver* by Elizabeth G. Speare*Sadako* by Eleanor Coerr |
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