

Unit 1: Who Am I? Identity UbD

Stage 1: Desired Outcomes

Title of Unit	Who Am I?	Grade Level	7
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Subject Area	ELA	Estimated Time Frame of Unit	Weeks 1 - 6
<p>Content Standards (in student friendly language "I can" statements)</p> <ul style="list-style-type: none"> ● I can read closely to understand and analyze what I read. (7.4.1.1 and 7.5.1.1) ● I can use evidence from a text to support my thinking. (7.4.1.1 and 7.5.1.1) ● I can figure out the meaning of words and phrases, including figurative and connotative, to help me better understand a text. (7.4.4.4) ● I can write in a clear and meaningful way for my audience. (7.7.4.4) ● I can use appropriate speaking techniques for a variety of tasks and audiences (7.9.6.6) ● I can present my ideas and findings in a coherent manner, with facts, details and examples, using appropriate eye contact, volume, and clear pronunciation (7.9.4.4) ● I can include multimedia components and visual displays in presenting claims and findings (7.9.5.5) <p>SEL (Social Emotional Learning) Standards</p> <ul style="list-style-type: none"> ● I can analyze how my behavior affects the emotions of others, and determine ways to adjust accordingly. (Self Awareness Competency) ● I can create positive group dynamics to move 		<p>Literacy Skills</p> <ul style="list-style-type: none"> ● Use close-reading to comprehend and analyze texts. ● Explore thoughts, feelings, and ideas through writing and speaking ● Generate ideas and organize thoughts in a way that makes sense. ● Talk about texts. ● Increase reading stamina ● Increase writing stamina 	

group efforts forward. (Relationship Skills Competency)

- I can adapt for and overcome obstacles by demonstrating perseverance. (Self Management Competency)

ISTE Standards

- I can recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and act and model in ways that are safe, legal and ethical.(ISTE, DIG CIT, A.)
- I can build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
(ISTE, Knowledge Con, D.)
- I can communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. (ISTE,Creative Comm)

Essential Questions (Costa's Levels of Questioning)

- How do our choices affect us, our community, and the world?
- How can conflict help to shape our identities?
- How can one individual make a difference?
- How can a group of individuals make a difference?
- What does it mean to be a citizen in our neighborhood?

Enduring Understandings - (ie. what students will remember years down the road)

- Who we are shapes our values and beliefs.
- We have the power to shape our own identities and futures.
- Conflict, whether externally or internally, also shapes our identities.

<p>Academic Vocabulary and student friendly learning activities defining vocabulary words matching- pairs with a partner and formative practice: Nearpod.com /youtube student instructions link needed:</p> <p>Identity - what makes you “you,” individual and unique, characteristics or attributes self-known or recognized by others, many kinds (gender, relational, emotional, mental, cultural, behavioral, temperamental, national, etc.)</p> <p>Conflict - opposition, struggle, resistance, disagreement, discord</p> <p>External conflict - a struggle between an individual with outside forces</p> <p>Internal conflict - a struggle within the individual</p>	<p>Habits of Mind (16 characteristics ie. persistence...)</p> <ul style="list-style-type: none"> • Listen and Understanding and Empathy • Thinking Flexibly • Thinking and Communicating with Clarity and Precision • Taking Responsible Risks • Creating, Imagining and Innovating
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Culturally Relevant Questions and goals:

<p align="center">Aside from meeting a standard, why is the above information important to you?</p> <p>In order to be successful in this world, people must be able to see things from other points of view. Our students should learn early on how to analyze their own identities to discover why they see things the way they do.</p> <p align="center">Goal: Our students will reflect on our Osseo School District C.L.E.A.R model approach. CLEAR Model</p>	<p align="center">How are we including students ethnic and diverse backgrounds into this unit? How will students see themselves in this unit?</p> <p>Students spend a great deal of time building up their confidence to isolate things such as race, sexuality, culture, etc. They get to this point by discussing and exploring their own identities, as well as hearing those of their classmates.</p> <p align="center">Goal: Students will focus on cultural emphasis to their identities and own culture and others. They will partake in activities that are responsive to</p>	<p align="center">How is this material connected to our students' real world?</p> <p>How we identify drives how we as individuals navigate the world and make decisions, including relating to others and empathizing.</p> <p align="center">Goal: Students will have equitable learning through this unit and evidence from their portfolios, discussions,</p>
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	each child's learning experience throughout the unit plan.	readings of their values, needs and strengths to succeed in life.
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Stage 2: Assessment/Evidence

GRASPS - It's a tool not a rule*

Goal	Identifying and Sharing Identities
Role	Individual
Audience	Classmates
Situation	Building Community - similarities and differences
Product/Performance	Personal Essay - with pic collage utilizing Canva and virtual speech utilizing Padlet or Sway . Students will add to their google site portfolio of evidence.
Standards	<p><i>(see content standards on p. 1)</i></p> <ul style="list-style-type: none"> ● I can write in a clear and meaningful way for my audience. (7.7.4.4) ● I can use appropriate speaking techniques for a variety of tasks and audiences (7.9.6.6)

If your summative task is not performance based (GRASPS), describe the summative below.

How is your summative connected to the content on page 1?

This is Unit 1 out of a three units, one year plan. This summative will reflect on the essential questions, standards and evidence will be shown throughout the year by each student reflecting on their own personal identities, similarities, experiences and learning throughout the school year. They will present and keep a portfolio as the year prolongs. The goal is by Unit three: This is my voice the students will be able to endure understanding of themselves and others voices, conflict and power in the world. How they can help shape and empower the world now and in the future!

The units in this curriculum are:

Unit 1: Who Am I?

Unit 2: Understanding Our World: Power

Unit 3: This is My Voice.

[20-21 Curriculum Calendar](#)-Unit 1

Learning Technologies/Activities:

Introduction: Utilize flipgrid.com video to introduce themselves.

Utilize [Survey Monkey](https://www.surveymonkey.com) to administer a student interest survey done by the teacher.

Utilize [Google Classroom](https://classroom.google.com) for shared discussions, lessons plans, videos, assessments, presentations and portfolio.

- Students will get to know each other. Practice using online visual resources.
- Students will explore their own personality and identity questions to reflect on their attitudes and identity.
- Students will discuss current conflicts in their lives and reflect on conflict resolutions.
- Students can research current events and society scenarios given by the teacher and come up with best solutions.
- Students will keep a portfolio of all of their findings.
- Students will use google classroom environments, utilizing google documents, practicing writing online, sharing visuals, portfolios of their self identity and researching online images that reflect their lives.

Teachers will create [Screencastify](https://www.screencastify.com) videos for direct instruction. This will allow students the opportunity to revisit or rewind to help with understanding.

I can . . .	Formative Assessments
<ul style="list-style-type: none">● I can use appropriate speaking techniques for a variety of tasks and audiences (7.9.6.6)● I can present my ideas	Tedx Talks , Google Meet Discussions-Group

<p>and findings in a coherent manner, with facts, details and examples, using appropriate eye contact, volume, and clear pronunciation (7.9.4.4)</p>	
<ul style="list-style-type: none"> I can use appropriate speaking techniques for a variety of tasks and audiences (7.9.6.6) 	<p>Flipgrid, License plates display padlets</p>
<ul style="list-style-type: none"> I can read closely to understand and analyze what I read. (7.4.1.1 and 7.5.1.1) 	<p>Short story from unique perspective (M) Online Storybook planning sheet (M) Online Iceberg Sheet/Thinking Map “My Name,” a chapter from Sandra Cisneros’s book <i>The House on Mango Street</i>. Utilize The House on Mango Street</p>
<ul style="list-style-type: none"> I can present my ideas and findings in a coherent manner, with facts, details and examples, using appropriate eye contact, volume, and clear pronunciation (7.9.4.4) 	<p>Students have the choice of Sway, google slides, google assessment, Canva or youtube.com.</p>