

Jay Curriculum: Unit Cover Page

Unit title: Iditarod/Interdisciplinary

Grade Level: 7

Content Area(s): ELA

Date Created:

Designed By: Kay Seefeldt

Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- A2 Reflect on what has been discovered and learned while reading, and formulate additional questions
- A4 Use specific strategies (e.g. rereading, consultation) to clear up confusing parts of the text
- A5 Understand stories and exploratory texts from the perspective of the social and cultural context in which they were created
- A6 Identify accurately both the author's purpose and the author's point of view
- A7 Summarize whole texts by selecting and summarizing important and representative passages
- A8 Read for a wide variety of purposes (e.g. gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy)
- A9 Explain orally and defend opinions formed while reading and viewing
- B1 Demonstrate an understanding that people respond to literature in different and individual ways
- B4 Explain how the motives of the characters or the causes of complex events in texts are similar to and distinct from those in their own experiences
- B9 Apply effective strategies to the reading and use of moderately long nonfiction text (e.g. reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophisticated style
- B11 Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience

Unit: Iditarod Unit - 7

Brief Summary of Unit/Topic

Summary:

Before the official kickoff day for the interdisciplinary unit over the Iditarod, seventh graders will begin reading the book *Woodsong** to prepare for and acquire background information. *Woodsong* is an autobiographical account of author Gary Paulsen's first Iditarod race. Students will be "exposed" to a way of life unfamiliar to most, if not all, students in the class. They will participate in an "Iditaread Race" and a variety of activities during this unit.

*Or other appropriate book with an Iditarod theme.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

- The Iditarod is a grueling challenge for those who participate in the Last Great Race on Earth that takes place in Alaska and covers approximately 1050 miles
- Dogs are important athletes that require a large commitment of time and resources
- Autobiographical accounts can cover a portion of a person's life or be more detailed and comprehensive

Students will know:

- What the Iditarod is and where it is held
- Autobiographical information about a person (Gary Paulsen)
- The autobiography studied may contain biased information
- Cultural difference and similarities of Alaska and the state of Maine
- The Last Great Race on Earth (Iditarod) is demanding and expensive

Students will be able to:

- Participate in an Iditaread "race"
- Use charts, webs or maps, and diagrams to promote the understanding of the book being read
- Fill in study guides and write summaries
- Make predictions for future outcome of the story based on known information
- Using sections of Gary Paulsen's book as a model for some writing of their own
- Write journal entries to discuss the book
- Compare Gary Paulsen's book *Woodsong* to other quest type stories
- Use and understand Musher (jargon) vocabulary
- Create a motto for Gary Paulsen's life
- Read orally and silently the classroom

Enduring Understanding/s:

Students will realize that undertakings in life are not always easy. Some may actually be monumental and require a large commitment of time, energy and resources.

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Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Book projects assigned by teacher and selected by students	A2, A4, A5, A6, A7, A8, A9, B1, B4, B9, B11			
QUIZZES, TESTS, PROMPTS				
Teacher created tests and quizzes	A2, A5, A6			
OTHER				
Journal entries and writing pieces	A2, A4, A5, A6, A8, B1, B4, B9, B11			
STUDENT SELF ASSESSMENT				
Writing prompt journal entry	A2, A8			

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Fill out a story map to complete the Iditarod “race”.
2. Use a variety of charts, attribute webs, maps, and diagrams to promote the understanding of the book being read.
3. Predict future outcomes in the story based on known information.
4. Using sections of Gary Paulsen’s book as a model to write about a “mystery” experienced by a student.
5. Write journal entries to discuss the book with the teacher and other classmates.
6. Compare Gary Paulsen’s book *Woodsong* to other quest type stories or some of his other books students may have read.
7. Find and discuss the Musher jargon (vocabulary).
8. Create a motto for Gary Paulsen’s life.
9. Participate in vocabulary games.
10. Read and discuss other pieces about the Iditarod/or pieces read orally by the teacher.
11. Make up questions from the book for a Trivia game
12. Discuss Paulsen’s attitude toward specific thing pointed out in the book. i.e. Disney movies
13. Defend their point of view about a specific issue or topic.
14. View a video of Gary Paulsen talking about parts of his life and writing.

REFERENCES: