

District 128 Curriculum Mapping UbD Template

Stage 1 – Desired Results	
Established Goals: W1–2, W4–6, W8, W10, SL2–4, L1–3, L5–6	
<p>Understandings: Students will understand that...</p> <ul style="list-style-type: none"> *persuasive writing has a specific format that a writer must follow *the passive voice in a paper is not effective, and therefore, strong active verbs are required for a persuasive voice *verbs have different tense forms. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> Why is the ability to effectively persuade in writing important? Why is the “passive” voice and verb “be” not effective in a persuasive paper? Why is correct verb tense essential to a persuasive paper?
Students will know...	Students will be able to...
<ul style="list-style-type: none"> *the format of a persuasive writing piece *how to develop secondary and third level support/elaboration *the tense of a verb and its role in the sentence 	<ul style="list-style-type: none"> *effectively compose a persuasive writing piece with support/elaboration *identify different verb tenses in a sentence or a piece of writing.

Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p>Write an persuasive paper on (Students will have choice over which topic they want to write).</p>	<p>Other Evidence:</p> <p>Unit 4 Comprehensive Verb Final</p>

Stage 3 – Learning Plan
<p>Learning Activities:</p>

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****Pre-writing activities: pro and cons to a particular writing prompt, identifying faulty thesis statements, understanding the difference between facts, inferences, and judgements, and graphic organizers.***

**** Discuss and model the format of persuasive writing.***

**** Edit, proofread, and review rough draft.***

**** Students will complete unit four verbs from the Language Network textbook.***