

# UbD Planning Template

<b>Title: Everyday Literacy</b>		<b>Subject/Course: ELA (Literature)</b>	
<b>Topic: Introduction to Class</b>		<b>Grade: 9<sup>th</sup></b>	
<b>Designer(s): Steven Conrad</b>			
<b>Stage 1- Desired Results</b>			
Established Goals: Students of different backgrounds and abilities will form a common vocabulary when talking about literature. (My goal as a teacher to assess the different ability levels of my students both in reading and in writing.) EL.9.2 2006 - READING: Comprehension and Analysis of Texts. EL.9.4 2006 - WRITING: Processes and Features			
<b>Understandings:</b> -Students will understand how literacy is seen in their everyday lives, they will understand how common engagement with literacy is a necessary and empowering skill. -Students will understand how common literary devices are used, why they're used, and when it's appropriate to use them in their own writing. -Students will understand the concept of code-switching.		<b>Essential Questions:</b>  What counts as a literacy practice? Facebook? Graffiti? Music? Etc...  How does literature relate to my life as an Indianapolis teenager?  How is literacy changing? Should we let it evolve? Online English? Spanglish? Formal English? AAVE/BVE? How rigid should we be with rules?	
<b>Students will know...</b> -Students will know different literary devices, such as theme, metaphor, tone/mood, etc. -Students will know the goals of this course. -Students will know the difference between formal and informal language, and they will know how to code-switch.		<b>Students will be able to ...</b> Students will be able to articulate the difference between common literary devices and modes of writing. Students will be able to argue/discuss the evolving nature of literacy, and they will be able to formally express their argument both in writing and speech. Students will be able to read different modes of literature (poetry, short story, music, etc.).	
<b>Stage 2- Assessment Evidence</b>			
<b>Performance Tasks:</b> -Students will formally respond to the essential question of whether or not we should let literacy practices evolve by writing an opinionated column for the newspaper, and they will argue their opinion to the class as well.		<b>Other Evidence:</b> -Students will complete a short daily reading/writing assessment, which helps demonstrate their understanding (and informs me of their ability levels). -Students will complete a daily exit pass informing me of something they learned and of a lingering question.	
<b>Stage 3- Learning Plan</b>			
<b>Daily activities:</b> Due Now individual reading and writing activity (chart skills to work on every morning in skills chart), and Exit Pass every day in which they explain to me one thing they learned and one question they still have. <b>Others:</b> Translate certain texts from one type of English to another (code-switching). Write a column or "Let it Out" to the Indianapolis Star explaining an opinion about evolving literacy (authentic assessment). Write small texts (poems, song lyrics) that apply the types of figurative language learned/reviewed in class to be posted around the class. <b>Likely Texts:</b> "Summer" by Walter Dean Myers, "Blackberry Eating," by Galway Kinnell, "The Road Not			

# Ubd Unit Plan On Sustainability

**Marcel A. Müller**



## **Ubd Unit Plan On Sustainability:**

**TESOL and Sustainability** Jason Goulah, John Katunich, 2020-05-14 In the burgeoning field of ecolinguistics little attention has been given to the ways in which English language teaching is and has become implicated in global ecological crises This book begins a dialogue about the opportunities and responsibilities presented to the TESOL field to re orient professional practice in ways that drive cultural change and engender alternate language practices and metaphors Covering a diverse range of topics including anthropogenic climate change habitat loss food insecurity and mass migration chapters argue that such crises require not only technological innovation but also cultural changes in how human beings relate to each other and their environment Arguing that it is incumbent upon the field of English language teaching to reckon with such cultural changes in how and what we teach TESOL and Sustainability addresses the ways in which discourses such as eco pedagogy the critique of neo liberalism non Western philosophy and post humanist thought can and must inform how and what is taught in ESL and EFL classrooms *Santa Ynez Unit/Las Flores Canyon Development and Production Plan*, 1984

*Environmental Change in South-East Asia* Raymond Bryant, Michael Parnwell, 2005-08-03 Environmental Change in South East Asia brings together scholars journalists consultants and NGO activists to explore the interaction of people politics and ecology Ostensibly green activities plantation forestry eco tourism hydro electricity are revealed as guises used by elites to promote their own political and economic interests Highlighting fatal flaws in presently exclusive economic and ecological approaches the authors stress that neither the quest for sustainable development nor the process of environmental change itself can be understood without reference to political processes **Place-based Curriculum Design** Amy B.

Demarest, 2014-10-30 Place based Curriculum Design provides pre service and practicing teachers both the rationale and tools to create and integrate meaningful place based learning experiences for students Practical classroom based curricular examples illustrate how teachers can engage the local and still be accountable to the existing demands of federal state and district mandates Coverage includes connecting the curriculum to students outside of school lives using local phenomena or issues to enhance students understanding of discipline based questions engaging in in depth explorations of local issues and events to create cross disciplinary learning experiences and creating units or sustained learning experiences aimed at engendering social and environmental renewal An on line resource [www.routledge.com/9781138013469](http://www.routledge.com/9781138013469) provides supplementary materials including curricular templates tools for reflective practice and additional materials for instructors and students *Inclusion Lesson Plan Book for the 21st Century* Toby Karten, 2011 This Teacher Training Edition is for use by both instructors and their students in training sessions on inclusion practices It is specifically designed for college professors and staff trainers who teach lesson planning skills as part of their pre service or in service courses The content parallels the original Inclusion Plan Book but is organized for training purposes and includes professional activities to examine inclusion practices for whole class small groups and individual students It contains additional downloadable forms

for inclusion documentation and online resources that are valuable tools for any teacher in training staff development program Purchase multiple copies for your in service professional learning experiences or have your college bookstore order copies for students taking your inclusion course [The Wisconsin Environmental Education Board ... Grant Recipients Wisconsin Environmental Education Board,2007](#) **NBPTS Study Guide 2025-2026** Brielle Morgan,2025-09-04 Unlock Your Path to Literacy Excellence Master the National Board Certification Process with Confidence Are you an accomplished literacy educator ready to take your impact to the next level but feeling overwhelmed by the rigorous demands of the National Board Certification process You re not alone Thousands of passionate teachers share your commitment to excellence but few have the right tools to navigate the NBPTS Literacy Reading Language Arts exam with clarity confidence and strategic precision This 2025 2026 Study Guide was built for educators like you those determined to earn the distinguished title of National Board Certified Teacher and transform their classroom practice into national recognition Inside this guide you ll find more than just study content you ll find the direction insight and test readiness you ve been searching for Each chapter is structured to demystify the NBPTS process help you manage time and expectations and deliver real practice that reflects the depth and rigor of the actual exam What makes this guide your most valuable certification tool Step by Step Breakdown of All Four Components Get a crystal clear understanding of the NBPTS framework including the Five Core Propositions Architecture of Accomplished Teaching and the Literacy Standards that shape effective instruction Component 1 Mastery Targeted reviews and smart strategies for selected response and constructed response tasks Whether it s literacy development text comprehension writing instruction or assessment literacy you ll walk in ready to perform at your best Portfolio Support for Components 2 4 Learn exactly how to craft evidence driven written commentaries select student work samples and reflect deeply on your teaching practice with confidence Avoid common pitfalls with expert tips and annotated samples Practice Driven Success Includes 3 full length practice tests constructed response tasks Reflection prompts and detailed answer explanations so you don t just memorize you internalize apply and excel Real World Application and Reflection Go beyond test prep Strengthen your identity as a reflective practitioner collaborate with families and communities and document your professional growth all while aligning your work with NBPTS expectations Whether you re tackling the exam for the first time or refining your portfolio for retake this guide will keep you focused motivated and strategically prepared No fluff No filler Just what you need to succeed written by educators for educators The recognition you deserve is within reach The classrooms that need you are waiting Take the next step in your teaching journey Click Add to Cart and start preparing like a certified professional today **Quantitative Reasoning in the Context of Energy and Environment** Robert Mayes,James Myers,2015-01-19 This book provides professional development leaders and teachers with a framework for integrating authentic real world performance tasks into science technology engineering and mathematics STEM classrooms We incorporate elements of problem based learning to engage students around grand

challenges in energy and environment place based learning to motivate students by relating the problem to their community and Understanding by Design to ensure that understanding key concepts in STEM is the outcome Our framework has as a basic tenet interdisciplinary STEM approaches to studying real world problems We invited professional learning communities of science and mathematics teachers to bring multiple lenses to the study of these problems including the sciences of biology chemistry earth systems and physics technology through data collection tools and computational science modeling approaches engineering design around how to collect data and mathematics through quantitative reasoning Our goal was to have teachers create opportunities for their students to engage in real world problems impacting their place problems that could be related to STEM grand challenges demonstrating the importance and utility of STEM We want to broaden the participation of students in STEM which both increases the future STEM workforce providing our next generation of scientists technologists engineers and mathematicians as well as producing a STEM literate citizenry that can make informed decisions about grand challenges that will be facing their generation While we provide a specific example of an interdisciplinary STEM module we hope to do more than provide a single fish Rather we hope to teach you how to fish so you can create modules that will excite your students [Assessment in Multiple Languages](#) Margo Gottlieb,2021-07-22

Assessing the full capabilities of your multilingual learners Assessment as for and of learning complement effective curricular and instructional practices however the complexities of assessment for multilingual students are too often overlooked and misunderstood What if multilingual learners teachers and educational leaders all had opportunities to plan for and use assessment data in multiple languages Imagine the linguistic academic and cultural reservoirs we could tap to highlight what our multilingual learners know and can do Assessment in Multiple Languages A Handbook for School and District Leaders shows how superintendents principals directors coaches and other educational leaders can more accurately portray the academic language and social emotional development of multilingual students As a companion to Classroom Assessment in Multiple Languages this book illustrates how the assessment cycle unfolds at school and district levels Together the two books provide comprehensive guidance for enacting linguistically and culturally sustainable assessment in multiple languages in K 12 settings Grounded in leading edge research with an emphasis on instilling equity and social justice in assessment practices this book justifies the legitimacy of assessment in multiple languages showcases examples from federal to classroom levels provides practical guidance and tools for schoolwide and district level assessment applies to any and all programs with multilingual learners whether in dual language immersion bilingual or monolingual settings Written by leading multilingual education and assessment authority Margo Gottlieb this guide will help educational leaders highlight the true capabilities of multilingual learners **Co-Planning** Andrea Honigsfeld, Maria G. Dove,2021-09-22 Pool your collective wisdom in support of your English learners Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that compliments and expands on their previous titles on co teaching and collaboration by addressing

collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas

Teaching Secondary Geography Malcolm McInerney, Susan Caldis, Stephen Cranby, John Butler, Alaric Maude, Susanne Jones, Michael Patrick Law, Rebecca Nicholas, 2022-03-03 Geography is not only the study of the surface of the planet and the exploration of spatial and human environment relationships but also a way of thinking about the world Guided by the Australian Curriculum and the Professional Standards for Teaching School Geography GEOGstandards Teaching Secondary Geography provides a comprehensive introduction to both the theory and practice of teaching Geography This text covers fundamental geographical knowledge and skills such as working with data graphicacy fieldwork and spatial technology and provides practical guidance on teaching them in the classroom Each chapter features short answer and Pause and Think questions to enhance understanding of key concepts and Bringing It Together review questions to consolidate learning Classroom scenarios and a range of information boxes are provided throughout to connect students to additional material Written by an author team with extensive teaching experience Teaching Secondary Geography is an exemplary resource for pre service teachers

BEPI, 1980 Curriculum for High Ability Learners Liang See Tan, Letchmi Devi Ponnusamy, Chwee Geok Quek, 2016-12-26 Given the increasing speed of change and the information explosion around the world this book draws attention to the practice of teaching for conceptual understanding which has been heralded as an effective approach within many curriculum frameworks This book is pivotal in documenting and analyzing efforts in creating concept based curriculum and pedagogies for high ability learners Contributors of this book discuss key concepts and trends in their curriculum development efforts for high ability learners as well as the challenges and solutions in their work Drawing from a wide group of educators practitioners curriculum writers administrators and researchers this book has assembled together a range of perspectives on the processes outcomes and implications of using concept based curriculum and pedagogies in a dynamic educational landscape These informed perspectives highlighted by the contributors will prove insightful and inspirational to practitioners policy makers and other stakeholders alike

**Australian national bibliography**, 1961 Resource Book for Urban and Environmental Studies Mari Davis, 1976 *Global Perspectives on Educational Innovations for Emergency Situations* Vanessa Dennen, Camille Dickson-Deane, Xun Ge, Dirk Ifenthaler, Sahana Murthy, Jennifer C. Richardson, 2022-07-25 This open access book focuses on making the transition from in person classroom education to other feasible alternative modes and methodologies to deliver education at all levels The book presents and analyzes research questions to explore in

this arena including pedagogical issues relating to technological and infrastructure challenges teacher professional development issues of disparity access and equity and impact of government policies on education It also provides unique opportunities and vehicles for generating scholarship that helps explain the varied educational needs perspectives and solutions that arise during an emergency and the different roles educational institutions and educators may play during this time Developed from a highly successful Presidential Session at the annual meeting of the Association for Educational Communications and Technology AECT this edited volume presents AECT and its membership as the premier organization focusing on the provision of educational communications and technology leadership In addition it functions as a contemporary document of this global crisis as well as a rich resource for possible future emergency scenarios in the educational arena

**Hart's E&P.** ,2002 *Brunei Investment and Business Guide Volume 1 Strategic and Practical Information* IBP, Inc.,2013-08 *Brunei Investment and Business Guide Strategic and Practical Information* **The Coastal Resources of Brunei Darussalam** Geronimo Silvestre,1992 *Regional Community Building in East Asia* Lee Lai To,Zarina Othman,2016-09-01 This volume is a collection of papers written by nationals or former nationals of the respective country in ASEAN and Northeast Asia Unlike other works written by scholars outside ASEAN or East Asia it offers an insider's point of view of the 10 ASEAN states China Japan and South Korea on regional community building While a nationalist perspective may permeate throughout the study it is also clear that pursuing regional cooperation is considered to be important by the respective author denoting the non exclusivity between nationalism and regionalism and the mutual reinforcement of the two Each author of this volume has made a deliberate effort to introduce and survey the developmental challenges and experiences of his or her country from a historical perspective All authors without exception have emphasized the importance and advantages in staying with ASEAN or linking up with ASEAN by China Japan and South Korea in political security economic and socio cultural terms Their papers also reveal that the self help and self strengthening mechanism emphasized by the ASEAN Plus Three process will take time to bear fruits In the meantime it seems that bilateral interactions and cooperation between ASEAN and Northeast Asian states remain to be more dominant as shown in this study One can argue that bilateral interactions are the building block of multilateralism interactions To be sure there is a deliberate effort in this study to highlight unity in diversity in East Asia in general and ASEAN in particular

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