Regional Office of Education 47

Unit/Module Overview

Title	Defining Success
Competencies/ Concepts *What skills will be taught and assessed?*	**Reading & Writing:** 1. a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation. 1. b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning. 2. a. Identify the topic of the text and the author's intent. 2. b. Accurately explain the main ideas of a text in their own words. 3. a. Determine meaning through context clues. 3. b. Determine meaning using dictionary skills. 5 a. Identify explicit and implicit ideas, main ideas, and supporting details. 6 e. Logically extend ideas related to a given text by employing at least one of the following connections: text-to-text, text-to-self, or text-to-world. 7 a. Make choices about content based on audience and purpose. 8 a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task. 9 b. Use reflection and feedback from peers and teacher to revise and strengthen writing. 10 c. Use editing and proofreading strategies to improve writing and conventions. 11 d. Submit the final product in an appropriate format based on task, audience, and purpose.

	12 b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose. 8. g. Develop interpersonal and intertextual connections. **Metacognition:** Self-reflection and Transfer
Habits of Success Addressed	**Check All That Apply:** | X	**Growth Mindset**	X	**Collaboration with Others**
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	Agency	X	**Self Reflection**
X	**Work and Time Management**			
Length of Unit	5 weeks
Texts *Link in the texts that you will use*	**Core Texts:** Commencement Address at Stanford University by Steve Jobs 3, 1, 5 "Grit: The Power of Passion and Perseverance" by Angela Duckworth 1, 2, 6, 3, 5 "The Road to Resilience" 2, 1, 4, 5 "Overcoming Obstacles: How Your Biggest Failure Can Lead to Your Success" by Jody Michael 1, 3, 5 **Supplemental Texts:** Excerpts from *Outliers* by Malcolm Gladwell (Intro, Ch. 1, 2) 2, 5, 6 "The Elements of Success" by Mike Kubic "How Resilience Works" by Diane Coutu
What is the problem I am trying to solve or perspective I am trying to change?	Students will consider the factors that contribute to success and identify examples of what success looks like in order to decide what they believe constitutes success.

What do I want students to understand and do?	
Hook	Class discussion- what does success look like? How do you know when someone is successful?
Compelling Question *What will students discover? What question will they answer by the end of the unit of instruction?*	What does it mean to be successful? What role does failure play in success?
Relevance *How will this studio connect to your students? Why will students care about this?*	As they look toward the beginning of their adult lives, many grade 12 students are interested in the idea of what it takes to be successful as an adult. They will be able to draw on their own experiences to identify how their view of success informs the strategies they use to accomplish it.
Culminating Performance Assessment *The final product. What will students create/do to show an understanding of the competencies in this studio?* **This should be linked in**	Definition Essay- Students will use the ideas they have gathered about success throughout the unit to define what success means to them. The multi-draft essay will be 2 pages long, use MLA format, and include a Works Cited page. https://owl.excelsior.edu/rhetorical-styles/definition-essay/
Exhibition of Learning *How will students exhibit their learning?*	Reading journal — Class discussion

Reading journal	Class discussion

	Annotations of readings	Definition essay
*Community Engagement		

Reflection Methods	**Check All That Apply:**			
	X	Journaling/Learning Log		Focus Groups
	X	Whole-Class Discussion	X	Small Group Discussion (Fishbowl, Socratic, etc)
		Surveys		Group Progress Log
		Other:		

Student Voice and Choice *How are students demonstrating voice and choice?*	Student selection of a public figure to research Student selection of a person to interview

Suggested Unit Tracker/Pacing*	Unit Components	Due Date
	Steve Jobs address- text map, small group discussion, reading log	Days 1-2
	Grit- text map, reading log	Day 3
	Find public figure of success- share in whole class discussion	Day 3-4
	Resilience- text map	Day 5
	Overcoming Obstacles- reading log	Day 6
	Personal interview- handling failure, generate list of general principles/strategies	Day 7
	Growth mindset- self assessment quiz	Day 8
	Putting it all together	Day 9
	Culminating Project/Assessment: Definition essay-- samples, drafting, polishing processes	

Learning Plan

Learning Segment 1

Recommended Length of Time: 2 45-minute class periods

Planning Components	
Component of Project *Which component of the project are you working on?*	1. Introduction- Recognizing success 2. Looking toward a personal definition of success- Steve Jobs commencement address
Competency/Skill/ Concept	1. a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation. 3. a. Determine meaning through context clues.
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Whole class discussion on the meaning of success- how do we know what it looks like? How do we know when we have achieved it? 2. Introduce the idea of a commencement speech- define "commencement". Provide background information for speech. 3. Watch video of speech and follow along with the text. 4. Small group discussion- Identify the main message of the speech. Write one sentence that conveys the message in your own words. 5. Introduce text map organizer- complete together as a whole class. 6. Reading journal reflection- How does Jobs connect the ideas of success and failure? What do you think about his ideas? Can you think of an example from your life where failure lead to success?
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Feedback from class discussion 2. Reading journal
Resource(s) *Link in Resources that you will use.*	Commencement Address at Stanford University

Learning Segment 2
Recommended Length of Time: 1 45-minute class period

Planning Components	
Component of Project *Which component of the project are you working on?*	Strategies for achieving success
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Discuss the word "grit"- dictionary definition, context for usage. 2. Watch the TED talk "Grit: The Power of Passion and Perseverance" by Angela Duckworth. 3. In small groups, complete the text map organizer for the talk, referring to the video and transcript of the talk as needed. 4. Whole class discussion: compare responses for text map; revise as needed. 5. Reading journal reflection: Reflect on an experience where you had to use grit to ensure a successful outcome.
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Text map organizer 2. Reading journal reflection
Resource(s) *Link in Resources that you will use.*	"Grit: The Power of Passion and Perseverance"

Learning Segment 3
Recommended Length of Time: 2 45-minute class periods

Planning Components	
Component of Project *Which component of the project are you working on?*	Strategies for achieving success
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Students will choose a public figure that they believe is successful and conduct research to identify a) the measures of success (how do we know this person is successful) and b) contributing factors to achieving that success. Notes from their research will be collected on the organizer. 2. Whole class sharing of findings. 3. Students work together to compile, group, and prioritize findings on a) measures of success and b) factors in achieving success. For example, each student could add one component from each category based on their research to a shared presentation and then small groups work on combining specifics into general principles. 4. Whole class discussion of results, i.e., What patterns emerged when looking at all the examples? Do these measures and factors apply to a general population or just the "celebrity" population? 5. Reading journal reflection: What did you learn from your research that might apply to your personal understanding of success?
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Students will submit their research notes. 2. Completed list of measures of success and contributing factors 3. Reading journal
Resource(s) *Link in Resources that you will use.*	

Learning Segment 4

Recommended Length of Time: 1 45-minute class period

Planning Components	
Component of Project *Which component of the project are you working on?*	Handling obstacles
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Preview "The Road to Resilience" - focus on factors such as subheadings, images, color usage- how do these guide the reader through the text? 2. Students read the brochure, complete the text map, and submit to the instructor.
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Text map
Resource(s) *Link in Resources that you will use.*	"The Road to Resilience"

Learning Segment 5
Recommended Length of Time: 2 45-minute class periods

Planning Components	
Component of Project *Which component of the project are you working on?*	Handling obstacles
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	**Day 1** 1. Read together and annotate "Overcoming Obstacles" noting main ideas and supporting examples. 2. Discuss the author's ideas about how we know when failure can be productive. 3. Students should identify a person they could interview about how failure and success are related. 4. Brainstorm questions that could be asked in the interview- students should record these questions in their reading journal. 5. Students will need to conduct their interview as homework. **Day 2 (Note: To allow time for interviews, you may choose to go on to Learning Segment 6 at this point and then return to this lesson after.)** 1. Each student will identify 2 key takeaways from the interview about how to productively handle failure. 2. Gather the ideas (this could be done digitally i.e. on a shared document or presentation or on paper, whiteboard, etc.) and identify patterns, general principles, etc. to develop a list of strategies for handling failure. 3. Reading journal reflection: Think about a time you experienced failure. How did you handle it? Thinking about the strategies for approaching failure that we've discussed, what did you do that was effective? What might you have done differently?
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Class discussion and list of strategies. 2. Reading journal reflection
Resource(s) *Link in Resources that you will use.*	

Learning Segment 6
Recommended Length of Time: 1 45-minute class period

Planning Components	
Component of Project *Which component of the project are you working on?*	Mindset
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Students read "Mindset for Achievement" independently and annotate for claim, main ideas, and supporting details. 2. Discuss the reading and annotations; students revise and refine notes as needed. 3. Students take the Mindset self assessment. 4. Reading journal response: Reflect on the results of the assessment. Do you think it is accurate? Was anything surprising?
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Annotations- determine if students can accurately identify claim, main ideas, and supporting details/examples. 2. Reading journal response
Resource(s) *Link in Resources that you will use.*	

Learning Segment 7

Recommended Length of Time: 2 45-minute class periods

Planning Components	
Component of Project *Which component of the project are you working on?*	Synthesizing- A map to success
Competency/Skill/Concept	8. g. Develop interpersonal and intertextual connections.
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	1. Students will use the texts from this unit to complete the map to success.
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	1. Completed map
Resource(s) *Link in Resources that you will use.*	

Learning Segment 8

Recommended Length of Time: 10 45-minute class periods

Planning Components	
Component of Project *Which component of the project are you working on?*	Culminating assessment- Definition essay
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	
Resource(s) *Link in Resources that you will use.*	

Learning Segment 9
Recommended Length of Time:

Planning Components	
Component of Project *Which component of the project are you working on?*	
Competency/Skill/ Concept	
Activities *What will students be completing during class? Direct instruction should be 20 minutes or less.*	
Check for Understandings *What are your formative assessments? How will they demonstrate what they've learned?*	
Resource(s) *Link in Resources that you will use.*	