**St. Louis Cathedral Unit Overview:**

1. Describe the scope of content which will be included in the unit: explain how you determined what specific standards and content (topics) to bundle into a unit of instruction. List the standards covered in the unit.

**The unit will cover the early history of St. Louis Cathedral in New Orleans dating back to the 1700s. It will also cover how and why Pere Antoine and other ghosts are believed to haunt the Cathedral still to this day.**

**I chose this unit because it is both interesting and informational for learners. Students enjoy learning about ghosts, and they will also learn about Louisiana history in the process. I wanted two basic outcomes:**

1. **To increase students’ knowledge of the history of St. Louis Cathedral**
2. **To allow students to learn more about the history of Louisiana through ghost stories**

Standards Used:

**ELA 11 RSIT 9. Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.**

**ELA 11 RSW 1. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.**

**ELA 11 RSLS 1. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.**

**ELA 11 RSLS 1. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.**

**ELA 11 RSLS 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

2. Explain how the unit fits within the overall curriculum including an explanation of precedents and antecedents (what comes before and after). Also, describe the prerequisite skills students will need in order to be successful in this unit.

**In an earlier unit, I plan to have the students working on their speaking and listening skills when learning about Marie Laveau.**

**After the Pere Antoine unit, I plan to have the students build on their basic writing skills when learning about the Axeman of New Orleans.**

**In addition to basic writing, speaking, and learning skills, the students will also need to be able to do research on the Internet.**

3. Describe how the unit of instruction will be meaningful to learners.

a. How does the unit meet both academic and social needs of the learners?

b. How does the unit meet both current and future needs of the learners?

**This unit will meet the social needs of students both in class through class discussion, group work, partner work, and in the community by teaching them to participate and understand Louisiana’s history.**

**This unit will help the students meet their academic needs by having them do research on unfamiliar concepts to better work on their reading and writing skills.**

c. Identify areas of possible student misconceptions and explain how these will be addressed within the unit.

**Learning about ghost stories can be really confusing for students but learning about the history of St. Louis Cathedral will help it make sense. Their research about the cathedral and group work with their peers will clear up any misconceptions.**

d. How does this unit connect content knowledge with authentic, real world contexts and applications?

**This unit connects directly with the history of St. Louis Cathedral and the history of New Orleans. Understanding the history of the cathedral, will allow students to connect the ghost stories to the history of the city.**

e. How does the unit integrate content across the subject silos?

**The unit dives into Social Studies, Louisiana History, and Religious Traditions.**

Lesson Sequence:

1. Show the planned sequence of topics, lessons, activities, and assessments within the unit.

A. Use an outline or graphic format to show an overall picture of the unit.

I. For elementary plans clearly show the interconnectedness of lessons from the core

disciplines of ELA, math, science, and social studies. Additionally, show the connections

with arts and physical education.

ii. For secondary (6-12) unit plans clearly show cross-curricular connections: especially,

integration of reading and language across disciplines. Additionally, show specific

connections to

post-secondary education, and careers.

**1. Monday. We will learn about the history of St. Louis Cathedral in New**

**Orleans.**

**2. Tuesday. We will research and study about who Pere Antoine was.**

**3. Wednesday. We will read about the ghost stories of Pere Antoine.**

**4. Thursday. We will research and study about who Pere Dagobert and**

**Delphine LaLaurie were.**

**5. Friday. We will read about the ghost stories of Pere Dagobert and Delphine**

**LaLaurie.**

Unit Launch:

1. How will you engage students with the unit?

A. How will you engender excitement, anticipation, enthusiasm, and curiosity?

B. How will you motivate students to succeed at high levels?

C. How will you communicate high expectations?

D. How will you present the “Unit Overview” and “Lesson Sequence” to students?

E. How will you inform the school, community, and parents/guardians about the unit?

I. Include in your unit a press release, a memo to your principal and other teachers, and

a letter to parents about your unit. In each of the aforementioned communications be

sure to

explain how the particular constituents can contribute to the unit.

II. Include in your unit a press release, a memo to your principal and other teachers, and

a letter to parents about your unit. In each of the aforementioned communications be

sure to

explain how the particular constituents can contribute to the unit.

**On Monday, I will introduce the unit to the students. They will gain interest in the introduction because they like learning about ghosts and enjoy reading stories about ghosts. They will learn more about the history of the St. Louis Cathedral on Monday so they will be able to connect the history with the ghost stories. My enthusiasm for the unit will be easily seen by students and they will see how much I love this unit and gain the same enthusiasm.**

St. Louis Cathedral Ghost Story Rubric

| Category | 12 | 8 | 4 | 0 |
| --- | --- | --- | --- | --- |
| Response to Writing Prompts | Response addresses the writing prompt clearly and effective. | Response addresses the writing prompt mostly clearly and effective. | Response to writing prompts is unclear or vague. | Response lacks any comprehension of the writing prompt. |
| Quality and Clarity of Thought | Response indicates depth and complexity of thoughts. | Response indicates simplistic or repetitive thoughts. | Response lacks focus or demonstrates confused or conflicting thinking. | Response is unfocused, illogical or incoherent. |
| Organization and Development of Ideas | Response is well organized and developed with appropriate support to make meaning clear (well-chosen examples). | Response is organized and developed with general supporting ideas provided (reasons/general examples). | Response is fairly organized and developed, presenting generalizations without adequate support. | Response is disorganized and underdeveloped, providing little or no relevant support. |
| Grammar Usage/ Errors | Response has 0 grammatical errors | Response has less than 5 grammatical errors | Response has between 5-9 grammatical errors | Response has 10+ grammatical errors |

Unit Project:

1. Describe at least one project that spans several days and integrates multiple learning outcomes with authentic real-world applications.

A. Include a detailed set of directions for students

B. Include an evaluation Rubric

**The students will spend the weekend writing their own ghost story that interests them and connect it to the history of New Orleans learned about throughout this unit.**

Summative Assessment:

1. How will you assess overall learning to make sure that goals and objectives are met?
2. How will you empower students to demonstrate their learning in multiple ways?

**The students will participate in class discussions, work in groups, and with their partners. They will also hear and read about the different stories.**

1. How will you accommodate learners so that all learners have opportunities to demonstrate what they have learned (what they know and can do): this is in contrast to an assessment such as a multiple guess test which assesses a finite set of learning outcomes in only one way.
2. Include in your unit fully developed assessments.
3. For objective tests (multiple guess, matching, true false) include the actual test

2. For project-based and performance assessments include clear specific directions and an evaluation rubric.

**I have a variety of assessments: Bell ringers, exit tickets, individual writings, and group research.**

1. How will you accurately assess the achievement of English language learners, and students with IEPs and 504 plans?

**I’ll make sure they receive the mandated accommodations.**

Enrichment:

1. How will you enable students who learn easily and well (gifted and high achieving students) to set and meet high expectations?

**This unit provides an entrance to the history of the St. Louis Cathedral, which opens up many more opportunities for students to expand their learning. They will be able to learn more about religion, art, and ghosts from the start of the unit. A bright student will be able to find plenty of topics to explore when learning in this unit.**

Remediation:

1. How will you make certain that all learning experiences are at an appropriate level (accommodations) for students who lack specific prerequisite knowledge and skills to engage with the planned curriculum?

**There will be class discussion, group work, and paired work, along with a variety of assignments adapted to people of varying abilities and learning styles.**

Culminating Experiences:

1. Describe the strategies you will use to provide closure to the unit (kind of like the closing ceremony of the Olympics).
2. How will you enable students to self-reflect on their growth (metacognition) throughout the unit?
3. How will you enable students to recognize and value their own accomplishments?
4. How will you facilitate the transition to the next unit?
5. How will you communicate the accomplishments of your students to various constituents including parents/guardians and community and school leaders?

**We have completion assignments every day, with a unit completion assignment on the last day.**

**I give graded assignments daily along with one large assignment. All these will be averaged and put into the gradebook.**

Unit Evaluation:

1. How will you reflect on the strengths and challenges encountered through teaching the unit?

**I plan to get feedback from my students about the unit. I will also ask other teachers about what they think of it.**

1. How will you share your work with the professional educational community?

**I plan to have all my lesson plans on my website on Wix. They will be completely free for anyone to see.**