

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey 07003**

**Curriculum Guide**

**English Language Arts Gr. 7 – Honors**

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**Conforms to New Jersey Core Curriculum Content Standards**

**Board Approved: September 9, 2014**

## ***English Language Arts- Honors*** (7<sup>th</sup> grade)

**Introduction:** This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The 7<sup>th</sup> Grade Honors English Language Arts curriculum is aligned with both the new *Common Core State Standards* and the 21<sup>st</sup> century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21<sup>st</sup> Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

**Mapping/Sequence:** The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The 7<sup>th</sup> grade Honors course is divided into 3 Reading Units each focusing on a different theme. As well, there are 3 Writing Units that follow *The Teacher's College Writing Units of Study*. The reading and writing units are to be taught concurrently, however, there is no set order to the Reading Units. A teacher may introduce the units as he/she feels best meets the needs of the class.

**Pacing:** Each of the Reading Units provides a time frame that averages between 6 and 8 weeks, taking into consideration the time needed to complete the writing activities.

**Resources:** In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

|   |                                |             |         |
|---|--------------------------------|-------------|---------|
| Title of Unit   | Writing: Writing about Reading | Grade Level | Seventh |
| Curriculum Area   | English Language Arts          | Time Frame  | Ongoing |
| Developed By  | Jonathan Rado                  |             |         |
| Desired Results (Stage 1)   |                                |             |         |
| Established Goals   |                                |             |         |
| <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>A. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>B. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>C. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> |                                |             |         |

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

**W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.7.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**W.7.6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

**W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

B. Apply *grade 7 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

**W.7.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**RL.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.5.** Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.7.6.** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and

issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

B. Spell correctly.

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**L.7.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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| <b>Primary Interdisciplinary Connections</b>   |   |
| <b>Science and Technology: RST. 6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  |   |
| <b>21<sup>st</sup> Century Interdisciplinary Themes:</b><br><div> <div> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy </div> <div> <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> Health Literacy </div> </div>   |   |
| <b>Transfer</b>  |   |
| <b>Students will be able to independently use their learning to...</b><br>T1. Think and write about how different elements of a story connect to and influence each other.<br>T2. Cite evidence from the passage they are writing about by incorporating specific details and examples, as well as direct quotations from the text.<br>T3. Use academic language (literary terms) to deepen literary analysis<br>T4. Track symbols and what they mean in different parts of the text<br>T5. Write to explain how the author's structural choices affect the reader's understanding of the story<br>T6. Write extensions of a story creating new scenes that fit the original story or that make the story go differently<br>T7. Analyze different perspectives of different characters |   |
| <b>Meaning</b>   |   |
| <b>Understandings</b>  | <b>Essential Questions</b>  |
| <b>Students will understand that...</b>  | <b>Students will keep considering...</b>  |
| They will become more invested in literature when they write about it. Using literary terms when writing about literature will add power to their writing.   | EQ1: How can I become more invested in what I am reading?<br>EQ2: How can I write more powerfully about literature? |
| <b>Acquisition</b>   |   |
| <b>Knowledge</b><br>Students will know...  | <b>Skills</b><br>Students will be able to...  |

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| K1 reflecting on a story by drawing pictures and creating graphic organizers is one<br>K2 way to better understand literature.<br>K3 using transitions is essential to organizing and extending ideas.<br>K4 citing the text is essential to support ideas<br>K5 themes can be discovered through close reading<br>K6 how to extend ideas<br>K7 mimicking the language of characters is one way to better understand these<br>characters.<br>K8 they can focus on a particular trait of writing when revising | S1 use graphics to think and rethink about literature<br>S2 use transitions to link and extend information<br>S3 find, analyze, and cite evidence to support ideas<br>S4 move from summary to analysis<br>S5 uncover themes<br>S6 use appositives and dependent clauses to express complex thinking<br>S7 mimic language<br>S8 focus on specific lenses when writing and rewriting |
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## Evidence (Stage 2)

| <u><b>Checks for Alignment</b></u> | <u><b>Evaluation Criteria</b></u><br>Performance is judged in terms of... | <u><b>Assessment Evidence</b></u>  |
|------------------------------------|---|--|
|                                    | The six traits of writing<br><br>Information writing checklist            | <u><b>Transfer Task(s)</b></u><br>Formative<br>Close Reading of Mentor Texts<br>On Demand Writing Assessment (Pre)<br>Quick writes from the <i>Sessions</i> mini lessons |
|                                    |   | Summative<br>Plan and draft companion book s<br>Write to deepen Literary Analysis<br>Story extensions<br>Character sketches  |
|                                    |   | <u><b>Other Evidence</b></u><br>Formative  |
|                                    |   | Summative  |

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

|  | Activities   | Resources & Explanations  |
|--|--|---|
|  | Session 1: Writing about reading with voice and investment   | All Sessions are property of Heinemann Publishing's <i>Writing About Reading</i> by Lucy Calkins and Audra Kirshbaum Robb of the Teachers College Reading and Writing Project |
|  | Session 2: Use graphics to think and rethink about literature  | Independent Reading Book<br>Writers Notebook  |
|  | Session 3: Thinking Big, Thinking Small<br>record important details (quotes, setting, symbolic objects)<br>Explore big ideas/themes (linked to details)<br>Use academic language for more powerful writing about reading | The Ladder of Abstraction   |
|  | Session 4: Explaining Thinking (write long to clarify)<br>Find, analyze, and cite evidence to support ideas  |   |
|  | Session 5: Close Reading and Analytic Writing<br>Think about how different elements of a story connect and influence each other<br>Move from summary to analysis<br>Uncover themes                                       | Figure 5-1 Cause and effect as well as compare and contrast graphic organizers  |
|  | Session 6: Letting the Book Teach You How to Respond   | Charting Character Emotions and Reader Reactions<br>Using Writing to Tackle Common Challenges in Stories  |
|  | Session 7: Working Toward a Companion Book   | Common structures for Information/Nonfiction Texts<br>How to plan a table of contents<br>Information writing checklist (thinking about elaboration)                           |
|  | Session 8: Incorporating Evidence from the Text as a Means to Elaborate  | Mentor Text<br>Ranking evidence: selecting the most relevant details to cite<br>Using Appositives and Dependent Clauses to express complex thinking                           |
|  | Session 9: Reflection and Goal Setting   | The information writing checklist   |



## Learning Plan (Stage 3)

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|  | Writing to Deepen Literary Analysis<br>Session 10: Reading like Writers – and writing about it | Fig 10-1 “Writers use techniques such as . . .”<br>Fig 10-2 “Writers aim toward goals such as . . .”<br>Analyze Craft: how/why author used techniques and story elements (symbolism, time, multiple perspectives) “The author used _____ in order to _____.”  |
|  | Session 11: Writing about Symbolism in Texts   | Lyrics from a culturally relevant, richly symbolic song<br>Rethinking the meaning of titles<br>Figure 11-1 How an author’s word choice develops empathy for a character   |
|  | Session 12: Analyzing Structure in a Text  | Mentor Texts<br>When time shifts, it might be . . .<br>Thought prompts that help an essayist think and write<br>Paying attention to Verb Tense as Readers and Writers<br>Crafting writing with the lens of sequence<br>Information writing checklist  |
|  | Session 13: Writing Inside the Story<br>Improvisations and Fan Fiction                         | Planning extensions of a story, mimicking language, and creating new scenes using characters and/or themes from a novel.<br>Write to add precise description.   |
|  | Session 14: Writing Inside Perspectives  | A television clip in which characters deliver monologues that reveal their true feelings about a situation, event, or person.<br>“Ways that show how characters have different perspectives” chart<br>“What’s important to keep (or include)” and “What can probably be cut” charts from <i>Writing Realistic Fiction</i> |
|  | Session 15: Writing Introductions and Conclusions  | “Ways to engage your readers’ in what’s most important”<br>“Writing conclusions that keep readers hooked” chart   |
|  | Session 16: Final Edits and a Celebration  | “Lenses for rereading drafts to edit language conventions”<br>Information writing checklist   |

## Strategies for Differentiation

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| Utilize a variety of graphic organizers as needed i.e:<br>plot tools to structure a story e.g. story arcs, timelines, lists<br>internal and external character traits T chart | Differentiated, skills-based, station activities (i.e. one group works on conventions while another works on sentence fluency)<br>See if...then... curriculum Assessment-Based Curriculum |
| Peer editing  | Modeling and Scaffolding (as needed)  |

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|---|-------------------|
| Small group work and conferencing   | Independent Study |
| Differentiate <i>Content &amp; Process</i> with various station activities<br>Differentiate <i>environment</i> with diverse seating arrangements<br>Differentiate <i>product</i> based on multiple intelligences data |                   |
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**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

|  |                            |             |         |
|--|----------------------------|-------------|---------|
| Title of Unit  | Writing: Realistic Fiction | Grade Level | Seventh |
| Curriculum Area  | English Language Arts      | Time Frame  | Ongoing |
| Developed By   | Jonathan Rado              |             |         |
| Desired Results (Stage 1)  |                            |             |         |
| Established Goals  |                            |             |         |
| <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> |                            |             |         |

**RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**RL.7.5..** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL.7.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**L.7.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Primary Interdisciplinary Connections

**Science and Technology: RST.6-8.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

### 21<sup>st</sup> Century Interdisciplinary Themes:

☒ Global Awareness  
☐ Civic Literacy

☐ Financial, economic, business, and entrepreneurial literacy  
☐ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

- T1 Imagine fictional stories from everyday moments
- T2 Develop believable characters
- T3 Give characters struggles and motivations that mirror real life
- T4 Use plot tools to structure a story e.g. story arcs, timelines, lists, mentor texts, etc.
- T5 Develop realistic dialogue
- T6 Develop conflict(s)
- T7 Draft and revise with an eye toward meaning/theme
- T8 Edit with lenses i.e. one of the six traits

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| <b>Meaning</b>   |  |   |
| <b>Understandings</b>  |  | <b>Essential Questions</b>  |
| <b>Students will understand that...</b>  |  | <b>Students will keep considering...</b>  |
| U1. One way that fiction writers get ideas for writing stories is by paying close attention to the small moments in their lives<br>U2. Writers can develop realistic characters by creating scenes that explore realistic motivations and struggles.<br>U3. Great stories can be told in many ways.  |  | EQ1. How can I get an idea for a realistic story?<br>EQ2 How can I create realistic characters?<br>EQ3 What is the best way to tell a story?  |
| <b>Acquisition</b>   |  |   |
| <b>Knowledge</b><br>Students will know...  |  | <b>Skills</b><br>Students will be able to...  |
| K1. they can reflect on personal experiences to develop fictional stories that uncover and explore truths about their own particular circumstances, longings, and struggles.<br>K2. character traits are revealed by how characters think, act, and speak in various situations<br>K3. transferring their knowledge of conflicts, characters, suspense, and other literary devices will mostly enhance their ability to tell a story |  | S1. Brainstorm ideas for fictional stories from the small yet meaningful moments in their lives<br>S2. Test out their ideas for characters by writing everyday scenes to see how the characters might think, act, and speak.<br>S3 Incorporate literary devices in original fiction |
| <b>Evidence (Stage 2)</b>  |  |   |
| <b><u>Checks for Alignment</u></b>   | <b><u>Evaluation Criteria</u></b><br>Performance is judged in terms of...  | <b><u>Assessment Evidence</u></b>   |
| 6 <sup>th</sup> grade understanding of the 6 traits of writing   | Ideas<br>Organization<br>Voice<br>Word Choice<br>Fluency<br>Conventions<br><br>Narrative Checklists<br>Self assessments<br>Elaboration | <b><u>Transfer Task(s)</u></b><br><b>Formative</b><br>On Demand Writing Assessment (Pre)<br>Close Reading of Mentor Texts<br>Quick writes from the <i>Sessions</i> mini lessons<br>Descriptive Essay<br>Character Sketches<br>Conversations/Dialogue                                |

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|  | Effort |   |
|  |        | <b>Summative</b><br>On Demand Writing Assessment (post)<br>Contribute to a class anthology of Fictional Narratives<br>Benchmark Assessments   |
|  |        | <b><u>Other Evidence</u></b><br>Formative<br>Acquire knowledge, make meaning of, and transfer to original writing various literary devices i.e. point of view, setting, characterization, conflict, dialogue, imagery, figurative language, and theme via quizzes, text based questions /close reading, and narrative essays. |
|  |        | Summative<br>Make meaning of literary terms, and how they interact, in both poetry and prose.<br>Transfer understanding by correctly using literary devices in narrative writing i.e. a consistent point of view e.g. first, second, or third person.   |

## Learning Plan (Stage 3)

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

|  | Activities  | Additional Resources & Activities   |
|--|---|---|
|  | Session 1: Set students up to recall "Small Moment" stories that could lead to possible fiction ideas.                                  | All <i>Sessions</i> are property of Heinemann Publishing's Writing Realistic Fiction by M Colleen Cruz of the Teachers College Reading and Writing Project <i>Seventh Grade</i> by Gary Soto  |
|  | Session 2: Set students up to imagine stories they wish existed into story ideas.   | What if? Questioning.   |
|  | Session 3A: Place characters in a scene/situation   | Study the preface of Twain's <i>Tom Sawyer</i> then develop believable characters by combining character traits of people you know into venn diagrams to create fictional characters.<br>See yellow grammar book by Sadlier Publishing (honors) |
|  | Session 4: Give characters struggles and motivations that mirror real life  | Analyze the Internal Conflict presented in <i>A Days Wait</i> by Ernest Hemingway and/or <i>Two Kinds</i> from Amy Tan's <i>Joy Luck Club</i> or <i>All Summer in a Day</i> by Ray Bradbury   |
|  | Session 5: Invite students to try out various story-planning tools  | Read <i>Rikki Tikki Tavi</i> by Rudyard Kipling determine and summarize the elements of plot  |
|  | Session 6: Planning and writing scenes by including evidence (show don't tell) (storytelling versus summarizing)                        | Use a Five senses graphic organizer to identify the imagery of Gary Soto's poem <i>Oranges</i> provide a detailed explanation of the setting of <i>Stopping By The Woods on a Snowy Evening</i> by Robert Frost                                 |
|  | Session 7: Pretending to be the character – put yourself in the scene as the character  | Nancy Atwell's thoughts and Feelings (online)<br>Study <i>Mother to Son</i> by Langston Hughes as an example of "pretending to be a character" and using 1 <sup>st</sup> person point of view   |
|  | Session 8: Study and write leads that foreshadow and connect  | Nancy Atwell's Action Reaction and Dialogue lesson  |
|  | Session 9: Grounding Dialogue in scenes (avoiding the overuse of dialogue at the expense of actions, thoughts, feelings and/or setting) | <i>Write Source</i> , <i>Sadlier</i> , or other skills based lessons on dialogue  |
|  | Session 10: "Principles of Crafting Quality Endings for Fictional Narratives"   | Write Source lesson on Abstract Nouns<br>Literary Term theme<br>Nancy Atwell's So What?<br>Stated Theme and implied theme (use poetry for pacing purposes)<br>Hook your reader at the end also. Leave the reader thinking.                      |



## Learning Plan (Stage 3)

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|  | Session 11: Reading Drafts like Editors and further developing conflict                    | Literary Term Suspense   |
|  | Session 12: Weave in symbolism, imagery, and metaphors to bring out meaning                | Consider objects, settings, and actions that can be developed into meaningful symbols, images, or metaphors                                      |
|  | Session 13: Conducting the Rhythm of Language: Creating Cadence and Meaning through Syntax | Study the cadence in dialogue<br>Place Phrases and Clauses in sentences<br>Develop the tempo of a story by writing both long and short sentences |
|  | Session 14: Use mentor texts to help match authorial intent with the page                  |  |
|  | Session 15: Economizing on the sentence and word level                                     | Use commas to separate coordinate adjectives<br><i>Said</i> is not dead  |
|  | Session 16: Editing with lenses and independence   | Focus on specific conventions or traits<br>Use student checklists for double checks and final touches  |
|  | Session 17: Publishing Anthologies: A celebration  |  |
|  |  | Nancy Atwell's <i>Lessons That Change Writers</i><br><i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i>                           |

## Strategies for Differentiation

|   |  |
|---|--|
| Differentiate <i>Content &amp; Process</i> with various station activities<br>Differentiate <i>environment</i> with seating arrangements<br>Differentiate <i>product</i> based on multiple intelligences data | Differentiated, skills-based, station activities (i.e. one group works on conventions while another works on sentence fluency)<br>See Assessment Based If...Then... Curriculum |
| Peer editing  | Modeling and Scaffolding (as needed)   |
| Small group work and conferencing   | Independent study of a chosen or assigned topic  |
| Leveled writing checklists and exemplars  | Utilize a variety of graphic organizers as needed i.e:   |

|  |   |
|--|---|
|  | plot tools to structure a story e.g. story arcs, timelines, lists<br>internal and external character traits T chart |
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**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

|   |                              |             |         |
|---|------------------------------|-------------|---------|
| Title of Unit   | Writing: The Art of Argument | Grade Level | Seventh |
| Curriculum Area   | English Language Arts        | Time Frame  | Ongoing |
| Developed By  | Jonathan Rado                |             |         |
| Desired Results (Stage 1)   |                              |             |         |
| Established Goals   |                              |             |         |
| <p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.7.5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>W.7.6.</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>B. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p><b>W.7.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-</p> |                              |             |         |

specific tasks, purposes, and audiences.

**RI.7.1.** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.7.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**RI.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**RI.7.5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**RI.7.6.** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**RI.7.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RI.7.8.** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**RI.7.9.** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**RI.7.10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range

**SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact,

adequate volume, and clear pronunciation.

**SL.7.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**L.7.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**L.7.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

**L.7.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.7.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.7.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**L.7.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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|--|--|
|  |  |
| <b>Primary Interdisciplinary Connections</b>   |  |
| <p><b>History/Social Studies: RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>Science and Technology: RST.6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p>   |  |
| <p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <p> <input checked="" type="checkbox"/> <b>Global Awareness</b> <input checked="" type="checkbox"/> <b>Financial, economic, business, and entrepreneurial literacy</b> </p> <p> <input type="checkbox"/> <b>Civic Literacy</b> <input type="checkbox"/> <b>Health Literacy</b> </p>  |  |
| <b>Transfer</b>  |  |
| <p><b>Students will be able to independently use their learning to...</b></p> <p>T1 collect evidence that allows them to think through various sides of an argument</p> <p>T2 make sure reasons are based on evidence</p> <p>T3 plan/organize a claim and reasons before writing</p> <p>T4 draw on sources through paraphrasing or quoting. Show the relationship between the source and your argument and give credit.</p> <p>T5 include a strong introduction and conclusion.</p> <p>T6 know when and how to maintain a formal tone.</p> <p>T7 reread sources with a critical eye looking for connections and contradictions.</p> <p>T8 balance evidence with analysis so readers can follow their line of thinking.</p> <p>T9 anticipate counterarguments, acknowledge these, and then rebut them.</p> <p>T10 analyze and strengthen the logic of their argument.</p> |  |
| <b>Meaning</b>   |  |
| <b>Understandings</b>  | <b>Essential Questions</b>   |
| <b>Students will understand that...</b>  | <b>Students will keep considering...</b>   |
| <p>U1 by knowing their subject well and anticipating the needs of their audience they will be able to communicate more effectively.</p> <p>U2 by researching, organizing, and clearly presenting their evidence students can effectively support a claim.</p>  | <p>EQ1 How can I communicate most effectively?</p> <p>EQ2 What are the most effective ways to support a claim?</p> |

| Acquisition  |   |   |
|--|---|---|
| Knowledge<br>Students will know...   |   | Skills<br>Students will be able to...   |
| K1 that knowledge is power<br>K2 to change paragraphs when they change ideas<br>K3 that quoting an expert on a subject can be an effective way to gain credibility<br>K4 formulas for developing introductions and conclusions<br>K5 that audience and purpose effects a writers tone<br>K6 to be aware of logical fallacies |   | S1 research and collect evidence<br>S2 organize evidence to support a claim<br>S3 effectively paraphrase and quote a text<br>S4 develop engaging introductions and conclusions<br>S5 utilize a formal tone/voice<br>S6 acknowledge and rebut counterarguments |
| Evidence (Stage 2)   |   |   |
| <u>Checks for Alignment</u>  | <u>Evaluation Criteria</u><br>Performance is judged in terms of...              | <u>Assessment Evidence</u>  |
|  | Preparedness /effort<br><br>The six traits of writing<br><br>Writers checklists | <u>Transfer Task(s)</u><br>Formative<br>Text based questions<br>Debates<br>Quick Writes<br>Annotating text<br>Close Reading of Mentor Texts   |
|  |   | Summative<br>Argument Essays<br>Benchmark assessments   |

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|  |  | <b><u>Other Evidence</u></b><br>Formative (Honors)<br>Identify logical, ethical, and emotional appeals in Martin Luther King's <i>I Have a Dream</i> speech.<br>Develop logical, ethical, and emotional appeals in original writing.<br>Exploit logical fallacies to develop a counter argument. |
|  |  | Summative  |



## Learning Plan (Stage 3)

|  | Activities   | Resources   |
|--|--|---|
|  | Establishing and Supporting Positions<br>Session 1: Weighing Evidence to Form Considered Positions | All Sessions are property of Heinemann Publishing's <i>The Art of Argument</i> by Lucy Calkins, Kelly Boland Hohne, and Annie Taranto of the Teachers College Reading and Writing Project<br>"Competitive Sports for Kids"<br>"Listening to wisdom from a 10 year old son about his head injury"<br>"Research before establishing your position in an argument"<br>"Get off that couch and play"<br>"How to write an argument" anchor chart |
|  | Session 2: Taking Your Argument into a Scrimmage<br>Debating to Test and Strengthen a Position     | "Tips for Being a Great Debater: Moves that Always Pay Off in Arguments"<br>"Boxes and Bullets Argument Essay Structure"  |
|  | Session 3: Bam! Bolstering Positions by Adding Relevant Evidence                                   | Argument Writing Checklist<br>"When Ranking and Choosing Evidence to Support a Point, Argument Writers Ask . . ."<br>List of transitional phrases for introducing quotations<br>"Make Quotes Work"<br>"Guidelines for Source Citations and References" chart  |
|  | Session 4: Balancing Evidence with Analysis  | "Ways to Analyze Evidence and Get Others to Follow your Argument" chart<br>"How to write an Argument" anchor chart<br>"Ways to Push Your Thinking"  |
|  | Session 5: Taking Stock  | Argument Writing Checklist  |
|  | Composing More Focused and Nuanced Arguments<br>Session 6: Forming Coalition Groups                | Excerpt from <i>An American Childhood</i><br>Starter texts and video links from the Competitive Sports Text Set and the additional texts on competitive sports<br>"Possible Inquiry Questions to Drive Research"<br>"Study: No Helmet Brand Can Save Football Players from Concussion Risk."  |
|  | Session 7: Bringing a Critical Perspective to Your Research  | Link to the video "Flavored Milk: Tasty Nutrition"<br>"Questions to ask the text when reading with a critical eye" chart<br>Excerpt from "Seeds of Innovation: Bringing a Game-Changing Helmet to Market"   |

## Learning Plan (Stage 3)

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|  |   | "Total Female Emergency Room Visits by Sport" chart  |
|  | Session 8: Debating to Prepare a Draft  | Fig. 8-1 "Strong Debating Moves"<br>Fig. 8-2 "Let's Argue about Texts!"<br>"Moves you can use to Argue"  |
|  | Session 9: Introducing and Writing Your Argument  | "Ways to introduce an Argument"<br>Example of an Introduction<br>"Checklist for creating body paragraphs"<br>Mentor essays to use as models<br>"Techniques for Powerful Conclusions"<br>"How to Write an Argument" Anchor chart  |
|  | Session 10: Self-Assessment with an Eye toward Counterargument                                    | Argument Writing Checklist<br>Mentor argument essay for annotating<br>"How to Write an Argument" Anchor Chart<br>"Phrases to Use to Acknowledge and Rebut Counterclaims"   |
|  | Session 11: Studying Author's Craft, Including Rhetorical Devices                                 | "Argument Writers Aim Toward Goals Such As . . ."<br>"Argument Writers use Techniques Such As . . ."<br>Link to video clip of Dan Pink's TED talk, "The Puzzle of Motivation"<br>Evidence of similes and metaphors from Dan Pink's TED talk<br>Team Policy Debate and Panel Format lists |
|  | Session 12: When Company Comes<br>Knowing When and How to Maintain a Formal Tone                  | Examples of formal and informal student writing<br>"When Writers Want to Create a More Formal Tone, They:" chart<br>"How to Write an Argument" anchor chart<br>Argument Writing Checklist<br>Using Domain Specific Vocabulary  |
|  | Session 13: Celebration / Symposium   | Team Policy Debate Format<br>Panel Format<br>Argument Writing Checklist  |
|  | Taking Arguments to a Global Audience<br>Session 14: Taking Opportunities to Stand and Be Counted | "Steps Activists Took to Make a Difference" chart paper<br>Focusing a Topic and Conducting Independent Research  |
|  | Session 15: Revising by Qualifying Your Claim   | Some Common Qualifiers (sentence stems)<br>Argument Writing Checklist  |
|  | Session 16: Revising with Logical Fallacies in Mind<br>Evaluating Evidence                        | "Some Common Logical Fallacies" chart<br>Index cards for or against using cell phones in school  |

## Learning Plan (Stage 3)

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|  |  | Video clips of logical fallacies                                 |
|  | Session 17: Cyber activism   |  |
|  | Identify and analyze the rhetorical devices used in MLK's speech. (Honors) | Text and Video of Martin Luther King Jr. "I Have a Dream" speech |

## Strategies for Differentiation

|   |  |
|---|--|
| Utilize a variety of graphic organizers as needed.  | Differentiated, skills-based, station activities (i.e. one group works on specific conventions while another works on sentence fluency)<br>See if...then... curriculum Assessment-Based Curriculum |
| Peer editing  | Scaffolding (as needed)  |
| Small group work and conferencing   | Independent Study of a chosen topic  |
| Differentiate process and content with various station activities<br>Differentiate environment with a variety of seating arrangements<br>Differentiate product with multiple intelligences data and menus |  |
|   |  |
|   |  |
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**Bloomfield Public Schools**  
**Understanding by Design Unit Template**

|                        |                                    |                    |           |
|------------------------|------------------------------------|--------------------|-----------|
| <b>Title of Unit</b>   | Reading: Characters with Character | <b>Grade Level</b> | 7         |
| <b>Curriculum Area</b> | English Language Arts              | <b>Time Frame</b>  | 6-8 Weeks |
| <b>Developed By</b>    | Bloomfield Middle School           |                    |           |

## Desired Results (Stage 1)

### Established Goals

- RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2.** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7.** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9.** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- W.7.2.** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- SL.7.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## Primary Interdisciplinary Connections

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people

**21<sup>st</sup> Century Interdisciplinary Themes:**

\_\_\_\_\_ Global Awareness

\_\_\_X\_\_\_ Civic Literacy

\_\_\_\_\_ Financial, economic, business, and entrepreneurial literacy

\_\_\_\_\_ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

T1 – Analyze, critique and respond to a variety of fiction and non-fiction texts.

T2 – Express their ideas and thoughts in written form taking into account purpose and audience.

T3 – Express their thoughts and ideas verbally in order to communicate effectively.

## Meaning

### Understandings

**Students will understand that...**

U1 – Individuals and characters reveal their character traits through their actions and words.  
 U2 – Literature reflects real life experiences and characters.  
 U3 – Individuals are sometimes in conflict with society's expectations.  
 U4 – Growing up means taking on responsibilities outside your own desires.

### Essential Questions

**Students will keep considering...**

Q1- What individual qualities make a character unique?  
 Q2 - How does an author develop memorable characters?  
 Q3 - What responsibilities does an individual have to function successfully in society?  
 Q4 - What does it mean to grow up?

## Acquisition

|  |   |
|--|---|
| <p><b><u>Knowledge</u></b><br/>Students will know...</p> <p>K1- How literary terms contribute to comprehension.<br/>K2 - How to compare and contrast a fictional portrayal of a historical time with a historical account.<br/>K3 - How to analyze, with textual support, the interactions between characters, ideas and events in a text.<br/>K4 – How to recognize and define the elements of short stories, poetry, fiction, non-fiction and drama.</p> | <p><b><u>Skills</u></b><br/>Students will be able to...</p> <p>S1 – Identify and define literary terms: foreshadowing, internal conflict, direct and indirect characterization, rhyme, meter, rhythm, narrative poetry, tone, mood.<br/>S2 – Create a product that reflects the historical accuracy of a fictional setting.<br/>S3 – Describe the relationship between characterization techniques and the development of theme in a story.<br/>S4 – Cite textual evidence, especially as it relates to characterization.</p> |
|--|---|

## Evidence (Stage 2)

| <b><u>Checks for Alignment</u></b> | <b><u>Evaluation Criteria</u></b><br>Performance is judged in terms of...   | <b><u>Assessment Evidence</u></b>   |
|------------------------------------|---|---|
| <p>T1 – T3<br/>K1 – K4</p>         | <ul style="list-style-type: none"> <li>- Define</li> <li>- Identify</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Critique</li> </ul> | <p><b><u>Transfer Tasks</u></b><br/><b>Formative</b></p> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Discussion</li> <li>- Graphic Organizers</li> <li>- Quizzes</li> </ul>   |
|                                    |   | <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>- End of unit test</li> <li>- Expository essay</li> </ul> <p>Sample questions:</p> <p>Discuss Mark Twain's characterization of Tom. What kind of boy is Tom? What character traits does he have? In what ways does he change throughout the course of the novel?</p> <p style="text-align: center;">or</p> <p>Analyze the relationship between Tom and Huck Finn, paying close attention to their trip to the graveyard and their hunt for treasure. What interests and activities do they share? How are they different? What influence do they have on each other?</p> |

|                    |  |  |
|--------------------|--|--|
| S1 – S4<br>U1 – U4 | <ul style="list-style-type: none"> <li>- Respond</li> <li>- Critical Thinking</li> </ul> | <u><b>Other Evidence</b></u><br><b>Formative</b> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Homework</li> <li>- Exit Slips</li> </ul> |
|                    |  | <b>Summative</b> <ul style="list-style-type: none"> <li>- Journal Entries</li> <li>- Written Response</li> </ul>   |

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

|  | <b>Required Activities</b>  | <b>Required Resources</b>   |
|--|---|---|
|  | Introduce literary analysis. Determine central themes and ideas, character development, the effect of setting, and interpret words and phrases determining technical, connotative, and figurative meanings.                                 | Prentice Hall Literature<br><br><i>The Adventures of Tom Sawyer</i> By Mark Twain (novel) |
|  | Research and re-create a newspaper that accurately reflects the setting and main events of Tom Sawyer.<br>Use Microsoft Publisher to write, edit, and publish a newsletter for 1840s "St. Peter's" along the Mississippi. (Honors)          |   |
|  | Identify and analyze the various sentence structures in Twain's writing e.g. dependent clauses, coordinating conjunctions, semicolons, compound complex sentences, etc. Effectively transfer these techniques to original writing. (Honors) |   |
|  | Utilize strategies outlined in the <i>writing about reading</i> unit. Compare and contrast various film clips of the novel.   | <i>A Christmas Carol</i> by Charles Dickens (Honors)                                      |

|  | <b>Suggested Activities</b>   | <b>Suggested Resources</b>  |
|--|---|---|
|  | Interview an older friend/relative to compare and contrast how children's free time has changed over time. Compose a reflective essay based on the interview. | "After 20 Years" by O. Henry (short story)  |
|  | Literature Circles  | "Two Kinds" by Amy Tan (Excerpt from <i>The Joy Luck Club</i> )                       |
|  |   | "Annabelle Lee" by Edgar A. Poe (poem)  |
|  |   | "The Boxer's Heart: How I Fell in Love with the Ring" by Kate Sekules (autobiography) |

| <b>Strategies for Differentiation</b>                            |  |
|--|--|
| Abridged or unabridged version of "The Adventures of Tom Sawyer" |  |
| Choice Boards<br>Independent Study                               | Interest-based Mini-lessons<br>Wall Walks<br>RAFT (Role, Audience, Format, Topic writing activities) |



|  |                            |             |           |
|--|----------------------------|-------------|-----------|
| Title of Unit  | Reading: Facing Challenges | Grade Level | 7         |
| Curriculum Area  | English Language Arts      | Time Frame  | 6-8 Weeks |
| Developed By   | Bloomfield Middle School   |             |           |
| Desired Results (Stage 1)  |                            |             |           |
| Established Goals  |                            |             |           |
| <p><b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RL.7.5..</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><b>RL.7.7.</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p><b>RL.7.9.</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.7.7.</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><b>W.7.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• Establish and maintain a formal style.</li><li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.7.7.</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><b>W.7.8.</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").</p> <p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> |                            |             |           |

- Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## Primary Interdisciplinary Connections

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### 21<sup>st</sup> Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

## Transfer

**Students will be able to independently use their learning to...**

T1 – Analyze, critique and respond to a variety of fiction and non-fiction texts.

T2 – Express their ideas and thoughts in written form taking into account purpose and audience.

T3 – Express their thoughts and ideas verbally in order to communicate effectively.

T4 – Consider how facing challenges in their own lives can affect their quality of life.

## Meaning

### Understandings

**Students will understand that...**

U1 – Unexpected challenges can shape your character.

U2 – Literature reflects real life experiences.

U3 – An individual can shape the lives of others.

### Essential Questions

**Students will keep considering...**

Q1- Are people born brave, or is courage developed by facing fears?

Q2 – How can reading about the courage of real people inform our understanding of determined literary characters?

|  |   |  |
|--|---|--|
|  |   | Q3- How does a courageous individual or character effect the lives of others?  |
| <b>Acquisition</b>   |   |  |
| <b>Knowledge</b><br>Students will know...  |   | <b>Skills</b><br>Students will be able to...   |
| K1- How fictional plot is structured.<br>K2- How literary terms and figurative language contribute to comprehension.<br>K3 – Background information on the Jim Crow rural south during the Great Depression.<br>K4 – Background information on Henry V and Shakespeare.<br>K5 – How to recognize and define the elements of short stories, poetry, fiction, non-fiction and drama. |   | S1 - Identify the five components of a plot pyramid and analyze how the author reveals character and builds plot.<br>S2 – Identify and define literary terms: theme, simile, idiom, plot, point of view, metaphor, personification, setting, genre, conflict, soliloquy, suspense, dialogue, and analyze how the author uses devices to create effect.<br>S3 – Analyze, critique and respond to fiction and non-fiction texts.<br>S4 – Research the Jim Crow rural south during the Great Depression to build knowledge for close reading of text. |
| <b>Evidence (Stage 2)</b>  |   |  |
| <u><b>Checks for Alignment</b></u>   | <u><b>Evaluation Criteria</b></u><br>Performance is judged in terms of...   | <u><b>Assessment Evidence</b></u>  |
| T1 – T4<br><br>K1 – K5   | <ul style="list-style-type: none"> <li>- Define</li> <li>- Identify</li> <li>- Comprehend</li> <li>- Analyze</li> <li>- Critique</li> </ul> | <u><b>Transfer Tasks</b></u><br><b>Formative</b> <ul style="list-style-type: none"> <li>- Questioning</li> <li>- Discussion</li> <li>- Graphic Organizers</li> <li>- Quizzes</li> </ul>  |

|                    |  |  |
|--------------------|--|--|
|                    |  | <b>Summative</b> <ul style="list-style-type: none"> <li>- End of Unit Test</li> <li>- Compare and contrast a text to a scene in a film</li> <li>- Compose a motivational speech</li> <li>- Post reading research essay on the Jim Crow era of the rural South during the Depression</li> </ul> |
| S1 – S4<br>U1 – U3 | <ul style="list-style-type: none"> <li>- Respond</li> <li>- Critical Thinking</li> </ul> | <b>Other Evidence</b><br><b>Formative</b> <ul style="list-style-type: none"> <li>- Observation</li> <li>- Homework</li> <li>- Exit Slips</li> </ul>  |
|                    |  | <b>Summative</b> <ul style="list-style-type: none"> <li>- Journal Entries</li> <li>- Written Response</li> </ul>   |

### Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

#### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

|  | Required Activities   | Required Resources   |
|--|---|--|
|  | Student-led web search to build background knowledge of Jim Crow laws and time period. Jigsaw is a possible instructional activity for this.  | <i>Roll of Thunder, Hear my Cry</i> by Mildred D. Taylor (Novel) |
|  | Post Reading Research Power Point Presentation: Research the rural south during the Great Depression, and Jim Crow laws, and compare and contrast the historical account with the account portrayed in novel. |  |
|  | Introduce literary analysis. Determine central themes and ideas, character development, the effect of setting, and interpret words and phrases determining technical,   | Prentice Hall Literature   |

|  |  |   |
|--|--|---|
|  | connotative and figurative meanings.<br>Introduce reading strategies, guided reading and AR, to increase comprehension.  |   |
|  | Define the five parts of the plot pyramid  | "Rikki-tikki-tavi" Rudyard Kipling (Short Story)  |
|  | Identify and Define examples of unit literary terms.   | "Rattlesnake Hunt" Marjorie Rawlings (Narrative Essay)  |
|  | Prepare an original motivational speech after having analyzed "St. Crispin's" speech and "I Have a Dream".   | "St. Crispin's Day Speech from Henry V" W. Shakespeare (Drama)  |
|  | Compare and contrast the dramatic soliloquy of "St. Crispin's speech from Henry V" to a filmed adaptation.   | Film Clip: Laurence Olivier 1944 version of Henry V or Kenneth Branagh 1989 version   |
|  | Read speech first, then compare and contrast to audio or video version analyzing how the delivery of the speech affects the impact of the words (RI.7.7).                                | Text and Video of Martin Luther King Jr. "I Have a Dream" speech  |
|  | Gain an understanding of both Bloom's Taxonomy and the Common Core Standards. Develop text based questions for novels using Bloom's Taxonomy and the Common Core Standards L7.6 (Honors) | King Arthur (Honors)<br>The Call of the Wild (Honors)   |
|  | <b>Suggested Activities</b>  | <b>Suggested Resources</b>  |
|  |  | "Mother to Son" by Langston Hughes (Poem)   |
|  |  | The Charge of the Light Brigade" Alfred, Lord Tennyson (Poem)   |
|  |  | "Shakespeare and His World" (Social Studies Article)  |
|  |  | From "Into Thin Air" Jon Krakauer (Autobiography)   |
|  |  | George Bush's 9/11 <sup>th</sup> Speech<br><a href="http://articles.cnn.com/...09-11/.../bush.speech.text_1_attacks-deadly-terror...">articles.cnn.com/...09-11/.../bush.speech.text_1_attacks-deadly-terror...</a> |
|  |  | Barak Obama's Acceptance Speech<br><a href="http://www.nytimes.com/2008/08/28/us/politics/28text-obama.html?..">www.nytimes.com/2008/08/28/us/politics/28text-obama.html?..</a>                                     |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       |  | Steve Jobs 2005 Stanford Commencement Address  |
|                                       |  | Herb Brooks "This Is Your Time" speech to the Olympic Hockey Team                                    |
| <b>Strategies for Differentiation</b> |  |  |
| Choice Boards<br>Independent Study    |  | Interest-based Mini-lessons<br>Wall Walks<br>RAFT (Role, Audience, Format, Topic writing activities) |

|   |                                   |                    |           |
|---|-----------------------------------|--------------------|-----------|
| <b>Title of Unit</b>  | Reading: Discovering What Matters | <b>Grade Level</b> | 7         |
| <b>Curriculum Area</b>  | English Language Arts             | <b>Time Frame</b>  | 6-8 Weeks |
| <b>Developed By</b>   | Bloomfield Middle School          |                    |           |
| <b>Desired Results (Stage 1)</b>  |                                   |                    |           |
| <b>Established Goals</b>  |                                   |                    |           |
| <p><b>RL.7.2.</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p><b>RL.7.3.</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text, provide objective summary of the text.</p> <p><b>RI.7.3.</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.7.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>RI.7.5.</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>RI.7.6.</b> Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RI.7.8.</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><b>W.7.1.</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>W.7.2.</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li><li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>• Establish and maintain a formal style.</li><li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul> <p><b>W.7.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>W.7.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p><b>SL.7.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"><li>• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the</li></ul> |                                   |                    |           |

topic, text, or issue to probe and reflect on ideas under discussion.

- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

**SL.7.2.** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**SL.7.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

## Primary Interdisciplinary Connections

**2.2 Integrated Skills** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**21<sup>st</sup> Century Interdisciplinary Themes:**

\_\_\_\_\_ Global Awareness

\_\_\_X\_\_\_ Civic Literacy

\_\_\_\_\_ Financial, economic, business, and entrepreneurial literacy

\_\_\_\_\_ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

T1 – Analyze, critique and respond to a variety of fiction and non-fiction texts.

T2 – Express their ideas and thoughts in written form taking into account purpose and audience

T3 – Express their thoughts and ideas verbally in order to communicate effectively.

## Meaning

### Understandings

**Students will understand that...**

U1. There are both positive and negative consequences to our actions.

U2. People discover what matters to them as they grow.

U3. Sometimes our desires conflict with our values.

### Essential Questions

**Students will keep considering...**

EQ1. How do your decisions and actions change your life?

EQ2. How do you know what's important in life?

EQ3. How do our own desires get in the way of maintaining what we value?



| Acquisition  |   |  |
|--|---|--|
| <u>Knowledge</u><br>Students will know...<br><br>K1. The first 10 amendments of the Bill of Rights.<br>K2. How to establish a position on an issue and cite evidence to support their position.<br>K3. Literary terms; parable, symbolism, science fiction, foreshadowing, onomatopoeia. | <u>Skills</u><br><br>Students will be able to<br><br>S1 Compose an argument essay rooted in legal reasoning.<br>S2. Identify and analyze literary devices and figurative language.<br>S3. Recognize how setting influences plot and characters.<br>S4. Analyze how characters develop and interact. |  |
| Evidence (Stage 2)   |   |  |
| <u>Checks for Alignment</u>  | <u>Evaluation Criteria</u><br>Performance is judged in terms of...  | <u>Assessment Evidence</u>   |
| T1 – T3<br><br>K1 – K3   | <ul style="list-style-type: none"><li>- Define</li><li>- Identify</li><li>- Comprehend</li><li>- Analyze</li><li>- Critique</li></ul>   | <u>Transfer Tasks</u><br><b>Formative</b> <ul style="list-style-type: none"><li>- Questioning</li><li>- Discussion</li><li>- Graphic Organizers</li><li>- Quizzes</li></ul>  |
|  |   | <b>Summative</b> <ul style="list-style-type: none"><li>- End of unit test</li><li>- Argument Essay (i.e. Which of the first 10 amendments to the Bill of Rights is the most important to you? Cite a secondary source to support your argument.)</li></ul> |
| S1 – S4<br><br>U1 – U3   | <ul style="list-style-type: none"><li>- Respond</li><li>- Critical Thinking</li></ul>   | <u>Other Evidence</u><br><b>Formative</b> <ul style="list-style-type: none"><li>- Observation</li><li>- Homework</li><li>- Exit Slips</li></ul>  |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  | <b>Summative</b> <ul style="list-style-type: none"> <li>- Journal Entries</li> <li>- Written Response</li> </ul> |

### Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

#### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

|  | Required Activities  | Required Resources   |
|--|--|--|
|  | Introduce literary analysis. Determine central themes and ideas, character development, the effect of setting, and interpret words and phrases determining technical, connotative and figurative meanings. | Prentice Hall Literature<br><br><i>The Pearl</i> by John Steinbeck   |
|  | Identify and Define examples of unit literary terms.   | "All Summer in a Day" by Ray Bradbury (Science Fiction Short Story)<br><br>"Papa's Parrot" by Cynthia Rylant (Short Story)<br><br>"The Highway Man" by Alfred Noyes (Poem) |
|  |  | "All Together " by Barbara Jordan (Persuasive Essay)   |
|  | Argument Essay, using activities outlined in Unit "The Art of Argument"  | "The Bill of Rights" (Public Document)   |
|  | Suggested Activities   | Suggested Resources  |
|  | High-level product required beyond comprehension   | <i>The Giver</i> by Lois Lowry (Novel)   |

|                                       |  |  |
|---------------------------------------|--|--|
|                                       |  |  |
|                                       |  | "A Colony in the Sky" Kim Robinson (Magazine Article)  |
|                                       |  | "Justin Lebo" by Phillip Hoose (Article)   |
| <b>Strategies for Differentiation</b> |  |  |
| Choice Boards<br>Independent Study    |  | Interest-based Mini-lessons<br>Wall Walks<br>RAFT (Role, Audience, Format, Topic writing activities) |

