Course: 7th Grade	Unit 1: The Choices We Make
Unit Big Ideas/Understandings	**Unit Essential Questions**
• The choices that we make create the stories of our daily lives.	• How do authors use narrative elements to create a story? • Why is storytelling an important aspect of a culture or society?

Content/Topics	Skills/Competencies	Standards	Assessments	Resources

Students will know:
 	
Concept
• Choice
 	
Academic Vocabulary
• Characterization
• Folklore
• Myth
• Personal narrative
  o Incident
  o Response
  o reflection
• Plot structure
  o exposition
  o rising action
  o climax
  o falling action
  o resolution
• Sensory details
  o visualization
• Symbolism
• Theme
• Point of View
• Personal connections
 	
Literary Terms/Devices
• Rhyme scheme
• Tone
• Transitions
• Imagery
• Voice
 	
Grammar/Usage/Mechanics
• Punctuation
  o commas
  o semicolons
  o dash
• Verb tenses
• Quotations
• Prefixes
	Students will be able to:
	1. Identify the role of personal voice in writing
	
	2. Explain the function and use of narrative elements
	
	3. Prepare drafts for publication using the writing process
	
	4. Use word analysis skills to determine meaning of unfamiliar words
	
	5. Use transition words and phrases when writing
	
	6. Apply the use of revision strategies
	
	7. Compose engaging openings using different techniques
	
	8. Compose an effective conclusion
		1. 1.4.7.F. Write with an awareness of the stylistic aspects of composition
		2. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot
		3. 1.4.7.T. 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
		4. 1.3.7.J. 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
		5. 1.4.7.P. Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events
		6. 1.4.7.T. 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
		7. 1.4.7.N. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters
		8. 1.4.7.P. Organize an event sequence that unfolds naturally
			Methods for students to demonstrate their levels of proficiency:
			
			Embedded Assessment #1
			Revising a Personal Narrative About Choice
			• Use revision techniques
			• Write a reflection on changes
			• Explain effects of changes
			
			Embedded Assessment #2
			Creating an Illustrated Myth
			• Write and illustrate an original myth
			
			Unit Self Reflection
			• Identify evidence of learning by responding to unit essential questions using academic vocabulary
			• Create a portfolio page that explains how an artifact demonstrates personal growth or an increase in understanding of unit big ideas, concepts, content, and/or skills
			
			End-of-Unit 1 Assessment
				• *Springboard* Text, Level 2
				
				• Vocabulary Notebook
				
				• Portfolio
				
				• **Writing Workshop #4**
				Personal Narrative
				
				• **Writing Workshop #2**
				Short Story
				
				• Collection of myths or folktales

Course: 7ᵗʰ Grade		Unit 1: The Choices We Make		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• The choices that we make create the stories of our daily lives.		• How do authors use narrative elements to create a story? • Why is storytelling an important aspect of a culture or society?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**

Writing
 • Personal Narrative (Workshop #1)
 • Short Story (Workshop #2)
 • Narrative writing
 • Revision strategies
 • Brainstorm
 • Drafting
 • Introductions
    o -Action
    o -Dialogue
    o -Reaction
 • Conclusions
 	
 Reading Strategies
 • Mark the text
 • Predicting
 • Chunking
 • Previewing
 • Visualization
 • Summarizing
	9. Identify the structural elements of plot
	
	 10. Recognize theme in a literary work
	
	 11. Provide textual evidence for statements about characterization
	
	 12. Identify symbols and their function in literary work
	
	 13. Use visualization to promote comprehension when reading
	
	 14. Analyze genres and their organizational structures
	
	 15. Interpret a poem about choices
	
	 16. Identify correct verb tense
	
	 17. Identify correct semicolon and dash usage
	
	 18. Identify correct comma usage in direct quotes, divided quotes
		and logically
		 9. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot
		 10. 1.3.7.C. 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
		 11. 1.3.7.A. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text
		 12. 1.3.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings
		 13. 1.3.7.K. Read and comprehend literary fiction on grade level, reading independently and proficiently
		 14. 1.3.7.E. Analyze the development of the meaning through the overall structure of the text
		 15. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot
		 16. 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling
		 17. 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling
		 18. 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling		

Course: 7th Grade	Unit 2: What Influences My Choices?
Unit Big Ideas/Understandings • The choices that we make are influenced by the outside world.	**Unit Essential Questions** • How do advertisers attempt to influence consumers? • How do purpose and audience shape the content in a persuasive text?

Content/Topics	Skills/Competencies	Standards	Assessments	Resources

Students will know:
 	
Concept
• Choice
 	
Academic Vocabulary
• Consumerism
• Media
  ○ radio
  ○ television
  ○ newspapers
  ○ magazines
  ○ internet
• Advertising Claims/Persuasive Language
  ○ weasel words
  ○ unfinished claim
  ○ unique claim
  ○ rhetorical claim
• Persuasive Techniques
  ○ bandwagon
  ○ avant garde
  ○ testimonial
  ○ facts and figures
  ○ transfer
• Audience
• Purpose
• Editorial
• News article
• Fact/Opinion
 	
Literary Terms/Devices
• Rhetorical question
• Analyze
• Counterargument/ Argument
• Debate
 	
Grammar/Usage/Mechanics
• Commas
• Parallel structure
• Hyphens
• Appositives
• Colon
	Students will be able:
	1. Recognize how people are affected by persuasion
	
	2. Identify and analyze persuasive techniques, appeals, language, and images in print and non-print texts
	
	3. Create persuasive advertisements or persuasive letters to the editor
	4. Write and revise expository paragraph
	
	5. Identify main types of media
	
	6. Write using persuasive language
	
	7. Determine the relationship between purpose and audience
	
	8. Apply advertising claims when creating advertisements
	
	9. Examine effects of persuasive words and phrases
	
	10. Compose an analytical paragraph
		1. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		2. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		3. 1.4.7.G. Write arguments to support claims
		4. 1.4.7.T. 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
		5. 1.t.7.B. Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue
		6. 1.4.7.G. Write arguments to support claims
		7. 1.2.7.D. 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
		8. 1.4.7.G. 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)
		9. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		10. 1.4.7.A. Write informative/ explanatory texts to examine a topic and convey ideas, concepts,
			Methods for students to demonstrate their levels of proficiency:
			
			Embedded Assessment #1
			Analyzing an Advertisement and Creating a New One
			• Write an analytical paragraph identifying specific techniques
			• Analyze effects of these elements on the intended audience
			• Create a new advertisement for different audience
			• Compare/contrast advertisements
			
			Embedded Assessment #2
			Writing a Letter to an Editor
			• Analyze persuasive arguments of an editorial
			• Write letter to the editor
			
			Unit Self Reflection
			• Identify evidence of learning by responding to unit essential questions using academic vocabulary
			• Create a portfolio page that explains how an artifact demonstrates personal growth or an increase in understanding of unit big ideas, concepts, content, and/or skills
			
			End-of-Unit 2 Assessment
				• *Springboard* Text Level 2
				
				• Vocabulary Notebook
				
				• Portfolio
				
				• Variety of advertisements
				
				• *Consumeropoly* game boards, game pieces, and dice
				
				• Magazine covers with celebrities
				
				• Nonfiction texts related to current events
				
				• **Writers Workshop #9**
				Response to Literary or *Expository Text*
				
				• **Writing Workshop #7**
				Procedural Texts: Business Letters
				
				• **Writing Workshop #8**
				Persuasive writing

Course: 7th Grade		Unit 2: What Influences My Choices?		
Unit Big Ideas/Understandings • The choices that we make are influenced by the outside world.		**Unit Essential Questions** • How do advertisers attempt to influence consumers? • How do purpose and audience shape the content in a persuasive text?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**

Writing
• Response to Literary or Expository Text (Workshop #9)
• Business Letter (Workshop #7)
• Persuasive Writing (Workshop #8)
• Thesis statement
• Writing Process
  ○ brainstorm
  ○ draft
  ○ revise/edit
  ○ publish
• Expository writing
 	
Reading Strategies
• Skim and Scan
• Mark the Text
• Summarize/Paraphrase
• Predict
• Visualize
• Rereading
	11. Construct a business letter
	
	12. Identify an author's persuasive skills
	
	13. Develop a thesis statement
	
	14. Differentiate fact from opinion
	
	15. Develop a position in response to persuasive text
	
	16. Identify/analyze opposing sides of an issue
	
	17. Recognize differences between news articles and editorials
	
	18. Examine an author's arguments and determine his/her position on issue
	
	19. Evaluate an author's persuasive techniques
	
	20. Identify an author's counter-argument
	
	21. Identify appositives in text
		and information clearly
		11. 1.4.7.A. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly
		12. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		13. 1.4.7.H. Introduce and state an opinion on a topic
		14. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		15. 1.4.7.H. Introduce and state an opinion on a topic
		16. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		17. 1.2.7.D. 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
		18. 1.2.7.D. 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
		19. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		20. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence
		21. 1.4.7.L. Demonstrate a grade appropriate command of the conventions of standard English		

Course: 7th Grade		Unit 2: What Influences My Choices?		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• The choices that we make are influenced by the outside world.		• How do advertisers attempt to influence consumers? • How do purpose and audience shape the content in a persuasive text?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**
	22. Create parallel structure when writing 23. Use commas, colons, and hyphens when writing	grammar and spelling 22. 1.4.7.L. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling 23. 1.4.7.L. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling		

Course: 7th Grade		Unit 3 : Our Choices and Life's Lessons	
Unit Big Ideas/Understandings • One's imagination can be expressed in the written word.		**Unit Essential Questions** • What is the relationship between choices and consequences? • How does research contribute to the discovery of solutions?	

Content/Topics	Skills/Competencies	Standards	Assessments	Resources
Students will know: **Concept** • Personal connections **Academic Vocabulary** • Imagery • Point of view • Literary analysis • Research/sources **Literary Terms/Devices** • Simile • Metaphor • Atmosphere • Mood • Flashback • Foreshadowing • Hyperbole • Conflict • Allusion • Characterization • Voice • Text structure **Grammar/Usage/Mechanics** • Subordinate clause • Subordinating conjunctions • Complex sentence • Appositive • Strong verbs • Coordinating conjunctions • Correlative conjunctions • Active/passive voice • commas • Subject/verb agreement • phrases • Parenthetical citation • Transition words • Prefixes	*Students will be able to:* 1. Conduct research and present a convincing argument 2. Apply sensory imagery to writing 3. Apply similes/metaphors to writing 4. Make/validate predictions when reading 5. Analyze the significance of an author's point of view 6. Identify audience, language, and purpose in one's writing 7. Analyze a text for flashback/foreshadowing 8. Analyze methods of characterization used by an author 9. Compare/contrast a text's characters 10. Write a comparison/contrast paragraph or essay 11. Use transition words when writing	1. 1.4.7.V. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation 2. 1.4.7.O. Write with an awareness of the stylistic aspects of writing 3. 1.4.7.Q. Write with an awareness of the stylistic aspects of writing 4. 1.3.7.K. Read and comprehend literary fiction on grade level, reading independently and proficiently 5. 1.3.7.D. 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 6. 1.4.7.F. Write with an awareness of the stylistic aspects of composition 7. 1.3.7.E. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot 1.3.7.E. Analyze the development of the meaning through the overall structure of the text 8. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot 9. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot 10. 1.4.7.A. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly 11. 1.4.7.D. Organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect; use appropriate	*Methods for students to demonstrate their levels of proficiency:* **Embedded Assessment #1** *Writing an Analytical Essay* • Write a multi-paragraph literary analysis analyzing a character's choices • Consider impact the choice has on the character's life, self-concept, and relationships with others **Embedded Assessment #2** *Researching and Presenting a Problem and Solutions* • Describe a real-life problem as presenting in novel • Conduct research and propose solutions to the problem • Create digital slide or project display board **Unit Reflection** • Identify evidence of learning by responding to unit essential questions using academic vocabulary • Create a portfolio page that explains how an artifact demonstrates personal growth or an increase in understanding of unit big ideas, concepts, content, and/or skills **End-of-Unit 3 Assessment**	• *Springboard* Level 2 • Vocabulary Notebook • Portfolio • *Tangerine* by Edward Bloor • Tangerines • Reference materials about Florida • Video of *The Sandlot* • Nonfiction article on a dramatic rescue • News article about sports • **Writing Workshop #9** *Response to Literary and Expository Text* • **Writing Workshop #10** *Research*

Course: 7th Grade		Unit 3 : Our Choices and Life's Lessons		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• One's imagination can be expressed in the written word.		• What is the relationship between choices and consequences? • How does research contribute to the discovery of solutions?		

Content/Topics	Skills/Competencies	Standards	Assessments	Resources

Writing
• Response to Literary and Expository Text (Writing Workshop #9)
• Research (Writing Workshop #10)
• Analytical essay
  o compare/contrast
  o genre to genre
  o text effectiveness
• Literary analysis
  o Audience
  o Language
  o purpose
 	
Reading Strategies
• Mark the text
• Skim and Scan
• Predicting
• Summarize/Paraphrase
• Chunking
	12. Analyze/evaluate an author's voice
	
	13. Transform text from one genre to another
	
	14. Evaluate figurative and literal meaning of text
	
	15. Incorporate hyperbole(s) in writing
	
	16. Use appropriate voice when writing
	
	17. Analyze structure of a novel
	
	18. Categorize conflict found in text
	
	19. Write for specific purpose and audience
	20. Write in voice of a character
	
	21. Evaluate effectiveness of text
	
	22. Generate research topics and locate research
		transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension
		12. 1.2.7.D. 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
		13. 1.2.7.I. Analyze how two or more authors present and interpret facts on the same topic
		14. 1.3.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings
		15. 1.3.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings
		16.1.4.7.Q. Write with an awareness of the stylistic aspects of writing.
		17. 1.3.7.E. Analyze the development of the meaning through the overall structure of the text
		18. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot
		19. 1.4.7.Q. Write with an awareness of the stylistic aspects of writing
		20. 1.4.7.Q. Write with an awareness of the stylistic aspects of writing
		21. 1.2.7.H. Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
		22. 1.4.7.V. Conduct short research projects to answer a question,		

Course: 7th Grade		Unit 3 : Our Choices and Life's Lessons		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• One's imagination can be expressed in the written word.		• What is the relationship between choices and consequences? • How does research contribute to the discovery of solutions?		

Content/Topics	Skills/Competencies	Standards	Assessments	Resources
		drawing on several sources and generating additional related, focused questions for further research and investigation		
	23. Evaluate quality of research sources	23. 1.4.7.V. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation		
	24. Conduct research	24. 1.4.7.H. Introduce and state an opinion on a topic		
	25. Create and use annotated bibliography	25. 1.4.7.W. 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		
	26. Use knowledge of prefixes to determine word meaning	26. 1.3.7.I. 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 and tools		
	27. Analyze mood of text	27. 1.2.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings		
	28. Explain how conjunctions, clauses, commas, and complex sentences enhance meaning of sentences.	28. 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling		

Course 7th Grade		Unit 4 : Reflecting on My Choices		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• Good writers reflect upon the literary choices they make when creating, editing, and revising their work.		• Why is it important to revisit, reflect on, and revise previously written texts? • What influences a writer's choices during the revision process?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**

Students will know:
 	
Concepts
• Reflection
• Choices
 	
Academic Vocabulary
• Voice
• Revision
• Global Revision
 	
Literary Terms/Devices
• Cliché
 	
Grammar/Usage/Mechanics
• Forms of *to be*
• Complex sentence
• Root words
• Analogies
 	
Writing
• Short Story (Writing Workshop #2)
• Expository Writing (Writing Workshop #6)
• Response to Literary or Expository Text (Writing Workshop #9)
• Research (Writing Workshop #10)
• Revision strategies
  o deleting and substituting
  o eliminating wordiness (dead words, passive voice, clichés, complex sentences, forms of *to be*)
  o subordination
  o appositives
  o rearranging text
• Editing strategies
• Self-reflection
• Role
• Audience
• Format
• Topic
	Students will be able to:
	1. Identify how audience and format influence voice
	
	2. Differentiate between revising and editing
	
	3. Write in a specified voice for a specified audience
	4. Transform text based on changes in role, audience, format, topic
	
	5. Revise writing utilizing deleting and substituting strategies
	
	6. Revise writing utilizing eliminating wordiness strategy
	
	7. Revise writing by using subordination and appositives revision strategies
	
	8. Revise writing utilizing rearranging text revision strategy
		1. 1.4.7.F. Write with an awareness of the stylistic aspects of composition
		2. 1.4.7.T. 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
		3. 1.4.7.F. Write with an awareness of the stylistic aspects of composition
		4. 1.4.7.F. Write (informational) with an awareness of the stylistic aspects of composition
		  1.4.7.K. Write (opinion/argument) with an awareness of the stylistic aspects of composition
		  1.4.7.Q. Write (narrative) with an awareness of the stylistic aspects of composition
		5. 1.4.7.T. 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
		6. 1.4.7.T. 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
		7. 1.4.7.T. 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
		8. 1.4.7.T. With some guidance and support from peers and adults,
			Methods for students to demonstrate their levels of proficiency:
			
			Embedded Assessment #1
			Making Revision Choices
			• Revise piece of writing using revising techniques
			• Write reflection on changes
			
			Unit Reflection
			• Identify evidence of learning by responding to unit essential questions using academic vocabulary
			• Create a portfolio page that explains how an artifact demonstrates personal growth or an increase in understanding of unit big ideas, concepts, content, and/or skills
			
			End-of-Unit 4 Assessment
				• *Springboard* Level 2
				
				• Vocabulary Notebook
				
				• Portfolio
				
				• fiction novel or biography/autobiography (Literature Circles)
				
				• **Writing Workshop #2**
				Short Story
				
				• **Writing Workshop #6**
				Expository Writing (compare/contrast)
				
				• **Writing Workshop #9**
				Response to Literary or Expository Text
				
				• **Writing Workshop #10**
				Research

Course 7th Grade			Unit 4 : Reflecting on My Choices		
Unit Big Ideas/Understandings			**Unit Essential Questions**		
• Good writers reflect upon the literary choices they make when creating, editing, and revising their work.			• Why is it important to revisit, reflect on, and revise previously written texts? • What influences a writer's choices during the revision process?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**	
Reading Strategy • Skim and Scan		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			
	9. Use knowledge of root words to determine meaning of unfamiliar words	9. 1.3.7.I. 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 and tools			
	10. Identify relationships between words to determining meaning of text	10. 1.2.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings			

Course: 7th Grade		Unit 5 : How We Choose to Act		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• Our behaviors and attitudes are a result of the choices we make.		• How does a speaker create and present an effective oral text? • How do literary devices enhance a text?		

Content/Topics	Skills/Competencies	Standards	Assessments	Resources

Students will know:
 	
 Concept
 • Choices
 	
 Academic Vocabulary
 • Oral interpretation
 • Tone
   o degrees
 • Monologue
 • Narrative text elements
   o plot
   o characterization
   o dialogue
   o conflict
   o theme
 • Pantomime
 • Performance techniques
   o movement
   o gesture
   o inflection
 	
 Literary Terms/Devices
 • Inflection
 • Pitch
 • Volume
 • Tempo
 • Phrasing
 • Gesture
 • Persona
 • Parody
 • Diction
 • Poetic devices/figurative language
   o metaphor
   o simile
   o imagery
   o symbol
   o stanza
   o tone
   o refrain
   o rhythm
   o foreshadowing
   o onomatopoeia
	Students will be able to:
	 1. Communicate in a variety of verbal and nonverbal forms
	 2. Present information in a focused and coherent manner
	
	 3. Write using a specific tone
	
	 4. Analyze author's tone and diction
	
	 5. Rephrase text or speech to clarify meaning
	 6. Analyze poetry using the TP-CASTT strategy
	
	 7. Use knowledge of prefixes to determine meaning of unfamiliar words
	
	 8. Summarize and analyze the main events of a poem
	
	 9. Create a monologue in response to the events in a poem
	 10. Identify and apply performance techniques in a monologue
		1. 1.5.7.F. Adapt speech to a variety of contexts and tasks
		 2. 1.5.7.D. 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
		 3. 1.4.7.K. Write with an awareness of the stylistic aspects of composition
		 4. 1.2.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings
		 5. 1.5.7.F. Adapt speech to a variety of contexts and tasks
		 6. 1.3.7.D. 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
		 7. 1.2.7.K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools
		 8. 1.3.7.C. 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
		 9. 1.5.7.F. Adapt speech to a variety of contexts and tasks
		 10. 1.5.7.D. 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
			Methods for students to demonstrate their levels of proficiency:
			
			 Embedded Assessment #1
			 Creating and Presenting a Monologue
			 • Write, revise, rehearse, and present original monologue
			
			 Embedded Assessment #2
			 Creating a Narrative Poem
			 • Write narrative poems that recounts an event dealing with the concept of choice
			 • Demonstrates knowledge of narrative elements and poetic devices
			
			 Unit Reflection
			 • Identify evidence of learning by responding to unit essential questions using academic vocabulary
			 • Create a portfolio page that explains how an artifact demonstrates personal growth or an increase in understanding of unit big ideas, concepts, content, and/or skills
			
			 End-of-Unit 5 Assessment
				• *Springboard* Level 2
				
				 • Video *Hook*
				
				 • Dramatic headline from newspaper/magazine
				
				 • Video *Fiddler on the Roof*
				
				 • Poetry collections or novels written in verse (*Heartbeat* by Sharon Creech or *Out of the Dust* by Karen Hesse)
				
				 • **Writing Workshop #2** *Script Writing*
				
				 • **Writing Workshop #3** *Poetry*

Course: 7th Grade		Unit 5 : How We Choose to Act		
Unit Big Ideas/Understandings		**Unit Essential Questions**		
• Our behaviors and attitudes are a result of the choices we make.		• How does a speaker create and present an effective oral text? • How do literary devices enhance a text?		
Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**

Grammar/Usage/Mechanics
• Ellipses
• Relative pronouns
• Analogies
• Prefixes
• Synonym
• Complex sentence
 	
Writing
• Script Writing
  (Writing Workshop #2)
• Poetry
  (Writing Workshop #3)
• Monologue
  ○ speaker
  ○ purpose
  ○ intended audience
• Narrative Poetry
• Author's purpose
 	
Reading Strategies
• TP-CASTT
• Skim and Scan
• Summarize
• Rereading
	11. Identify the elements of a narrative poem/text
	
	12. Create and analyze a poem that incorporates the use of imagery
	
	13. Create a poem that incorporates narrative elements and poetic devices
	
	14. Analyze author's purpose in a text
	
	15. Identify speaker, purpose, and intended audience of a monologue
	
	16. Identify the theme of a narrative poem
	
	17. Identify effects of conflict found in a text
	
	18. Identify role of dialogue in a text's character development
	
	19. Analyze similes to make meaning of text
		11. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot
		
		12. 1.4.7.O. Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
		
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		19. 1.3.7.F. Determine the meaning of words and phrases as they are used in grade level reading and		

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Content/Topics	**Skills/Competencies**	**Standards**	**Assessments**	**Resources**
		content, including interpretation of figurative, connotative meanings		
	20. Apply correct use of ellipses to one's own writing	20. 1.4.7.E. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (informational writing) 1.4.7.L. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (argumentative writing) 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (narrative writing)		
	21. Analyze sentences to identify correct use of a complex sentence that uses a relative pronoun	21. 1.4.7.E. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (informational writing) 1.4.7.L. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (argumentative writing) 1.4.7.R. Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling (narrative writing)		
	22. Analyze figurative language to determine tone of a text	22. 1.3.7.F. Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings		
	23. Contrast conflicts across texts	23. 1.3.7.B. Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot		
	24. Transform texts from one genre to another	24. 1.2.7.I. Analyze how two or more authors present and interpret facts on the same topic		