

Topic: Drama- Determination

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Know:

- dialogue
- diction
- documentary
- point of view in narration
- screenplay
- determination

Understand:

How characters' determination is portrayed in literature

How different authors shape similar stories

How background information enhances understanding of literature

How good readers analyze character, plot, and theme throughout a variety of texts

Do:

- Define "determination."
- Read and discuss fiction and nonfiction texts about people, real and fictional, that face conflict.
- Compare and contrast characters from the various novels read.
- Discuss how authors' use of language, diction, or style of presentation affects the meaning of their stories and makes their styles unique.
- Write a variety of responses to literature and informational text.
- Explain how knowing the historical context impacts understanding of a story.
- Analyze two accounts of the same event and describe important similarities and differences in the details they provide.
- Compare and contrast Brian's Song in written form to the play and film versions.
- Participate in group discussions.

Topic: Drama- Determination

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- 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).
- 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.7.9: 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.
- 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.
- 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.
- 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.

Topic: Fiction and Non-fiction- Perseverance

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Know:

- biography
- character's conflict: external and internal
- diction
- graphical autobiography
- photobiography
- poetry terms: tone, imagery

Understand:

- The impact that a historical time period has on people
- The qualities that allow individuals to overcome external and internal conflicts
- The unique development of characters in the context of plot and setting
- Text organization to aid comprehension in both fiction and non-fiction

Do:

- Define "perseverance."
- Read and discuss fiction and nonfiction texts featuring characters that demonstrate perseverance.
- Analyze how the setting (historical context) of story or biography shapes the character's development.
- Discuss authors' use of literary techniques, such as diction and imagery.
- Write a variety of responses to literature and informational text.
- Conduct research on a person of interest, such as Martin Luther King, Jr. or Geronimo, who demonstrated perseverance.
- Create a multimedia presentation that persuades classmates why the person you chose to research is the most determined.
- Write a bio-poem and recite it for the class.
- Participate in group discussions.

Topic: Fiction and Non-fiction- Perseverance

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.
- W.7.7: Conduct short research projects 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.
- 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.
- SL.7.1 (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.
- SL.7.1 (d): Acknowledge new information expressed by others and, when warranted, modify their own views.
- L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.7.4 (b): Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4 (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).

Topic: Historical Fiction vs. History

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Know:

- character development
- dialogue
- plot
- protagonist
- setting (historical)

Understand:

- How elements of a story interact.
- How to cite textual evidence.
- How to determine word meanings.

Do:

- Read and discuss fiction and nonfiction texts about the 1960's.
- Summarize informational text by creating a comic strip of key events.
- Compare and contrast characters and settings across stories about the 1960's.
- Cite textual evidence, especially as it relates to character development.
- Explain the historical context of a story, and how authors make historical fiction believable.
- Write a variety of responses to literature and informational text.
- Write "Character with Character" narratives that use effective technique, relevant descriptive details, and well-structured event sequences.
- Participate in group discussions.

Topic: Historical Fiction vs. History

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- 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.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- SL.7.1 (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.
- SL.7.1 (b): Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.7.4 (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.
- L.7.4 (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.

Topic: Literature Reflects Life

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Know:

- mythology
- folklore
- fables
- irony: verbal, situational, dramatic
- parody
- plot
- point of view
- theme

Understand:

The differences and similarities between the characters, plots, themes, and genres of varied literature

How literature provides insight into human existence

When to apply the reading, writing, speaking, and listening strategies that have been learned

Do:

- Read and discuss a variety of genres and discuss what these types of literature reveal about life.
- Compare and contrast the settings, characters, plots, themes, and genres across a variety of literature.
- Write a variety of responses to literature.
- Discuss how mythology, folklore, and fables provide insights into human existence.
- Participate in group discussions.

Topic: Literature Reflects Life

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- RL.7.6: Analyze how an author develops and contrasts the points of view of different character or narrators in a text.
- W.7.1: Write arguments to support claims with clear reasons and relevant evidence.
- 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.
- L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Topic: Novel - Survival

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Know:

- abridged versions
- anthropomorphism
- flashbacks
- foreshadowing
- point of view in narration

Understand:

- How an author's personal experiences influence his or her works
- How literary techniques in narration engage a reader
- How reoccurring themes in literature teach us about survival
- How author's effectively use figurative language

Do:

- Read and discuss novels about characters, real and fictional, that survived on their own.
- Analyze the development of characters and themes over the course of texts about survival.
- Discuss how authors use of literary techniques in narration, such as flashback or point of view, engage the reader.
- Write a variety of responses to literature and informational text.
- Write an argument about the importance of reading original versions of stories, in order to better appreciate abridged versions.
- Conduct research on authors who write about survival and present findings to the class.
- Write a "survival" story.
- Participate in group discussions.

Topic: Novel - Survival

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- 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.
- 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.
- W.7.1: Write arguments to support claims with clear reasons and relevant 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.
- L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Topic: Poetry

Days: 5

Subject(s): English Language Arts

Grade(s): 7th

Know:

Understand:

Do:

simile metaphor personification alliteration imagery haiku cinquain	How a poem's form or structure contributes to its meaning How poetry is a creative expression of self How figurative language can be used effectively in poetry	Write original poetry Help others revise their poetry Share work with others Answer the unit essential question
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Topic: Poetry

Days: 5

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Topic: Science or Fiction?

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Know:

- fantasy vs. science fiction
- common settings for science fiction: in the future, alternate timelines, in outer space
- common themes for science fiction: time travel, alternate histories/ societies, body and mind alterations

Understand:

The relationship between science fiction and informational texts about science and astronomy

The plausibility of science fiction

The components of excellent science fiction

The author's purpose

Do:

- Read and discuss science fiction stories and nonfiction science texts about space, robots, and planets.
- Compare and contrast the settings, characters, and unusual circumstances among science fiction stories, and discuss the unique nature of this genre.
- Analyze how a science fiction story evolves over the course of a text, and discuss how this is similar to and different from other novels read.
- Write a variety of responses to literature and informational text.
- Conduct research on an astronaut or science fiction author of choice and present findings to the class in a multimedia format.
- Write a science fiction story.
- Participate in group discussions.

Topic: Science or Fiction?

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Which standards are students learning in this unit?

- 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.
- 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.
- 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.
- SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Topic: Drama- Determination


Days: 29

Subject(s): English Language Arts

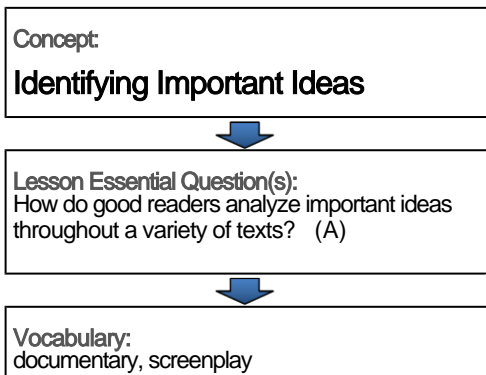
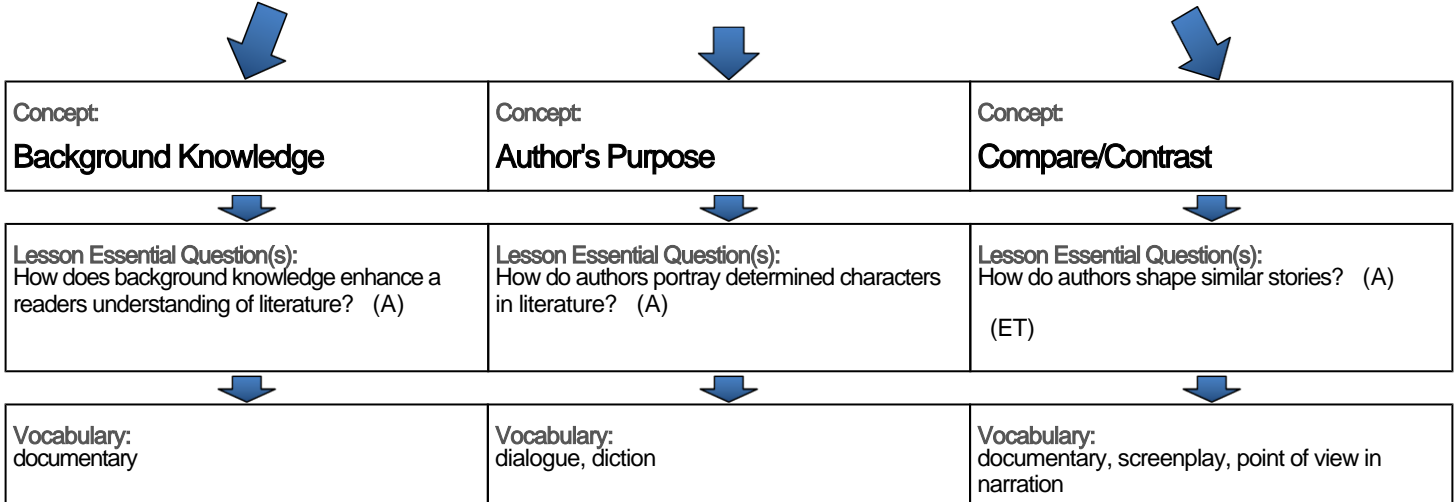
Grade(s): 7th

Key Learning:

- How background information enhances understanding of literature
- How characters' determination is portrayed in literature
- How different authors shape similar stories
- How good readers analyze important ideas throughout a variety of texts



Unit Essential Question(s): **How does real-world determination inform the depiction of determined literary characters?**



Topic: Drama- Determination

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Drama- Determination

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Concept: Author's Purpose

dialogue, diction -

Concept: Compare/Contrast

documentary, screenplay, point of view in narration -

Concept: Background Knowledge

documentary -

Concept: Identifying Important Ideas

documentary, screenplay -

Topic: Fiction and Non-fiction- Perseverance

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Key Learning:

- The impact that a historical time period has on people
- The qualities that allow individuals to overcome external and internal conflicts
- The unique development of characters in the context of plot and setting
- Text organization to aid comprehension in both fiction and non-fiction



Unit Essential Question(s): **How do characters, real and fictional, use words and actions to demonstrate perseverance?**

Concept: Historical Context	Concept: Conflict	Concept: Character Development
↓	↓	↓
Lesson Essential Question(s): How does a historical time period influence people? (A)	Lesson Essential Question(s): What qualities allow individuals to overcome external and internal conflicts? (A)	Lesson Essential Question(s): How do characters develop uniquely within the context of plot and setting? (ET)
↓	↓	↓
Vocabulary: biography, photobiography, graphical autobiography	Vocabulary: external conflict, internal conflict	Vocabulary: diction, plot, setting

Concept:
Text Organization

↓

Lesson Essential Question(s):
How can text organization help us to understand the author's message? (ET)

↓

Vocabulary:
compare-contrast, problem-solution, cause-effect

Additional Information:

Attached Document(s):

Vocab Report for Topic: Fiction and Non-fiction- Perseverance

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Concept: Historical Context

biography, photobiography, graphical autobiography -

Concept: Conflict

external conflict, internal conflict -

Concept: Character Development

diction, plot, setting -

Concept: Text Organization

compare-contrast, problem-solution, cause-effect -

Topic: Historical Fiction vs. History

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Key Learning:
 The relationship of historical fiction and historical accounts.
 How elements of a story interact.
 How to cite textual evidence.
 How to determine word meanings.



Unit Essential Question(s):

What makes characters in historical fiction believable?



Concept: Fiction vs. Non-fiction	Concept: Literary Elements	Concept: Analyzing the text
Lesson Essential Question(s): How do authors of fiction use or alter history? (A)	Lesson Essential Question(s): How do elements of a story interact? (A)	Lesson Essential Question(s): How can good readers cite textual evidence and make inferences? (A)
Vocabulary: setting (historical)	Vocabulary: protagonist, plot, setting, dialogue, character development	Vocabulary: cite, inference

Concept: Determining Word Meanings
Lesson Essential Question(s): How can good readers determine or clarify the meanings of unknown or multiple-meaning words and phrases using reading strategies? (A)
Vocabulary: context

Additional Information:
Attached Document(s):

Vocab Report for Topic: Historical Fiction vs. History

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Concept: Fiction vs. Non-fiction

setting (historical) -

Concept: Literary Elements

protagonist, plot, setting -

dialogue -

character development -

Concept: Analyzing the text

cite, inference -

Concept: Determining Word Meanings

context -

Topic: Literature Reflects Life


Days: 28

Subject(s): English Language Arts










Grade(s): 7th





Key Learning:

- The differences and similarities between various genres**
- How literature provides insight into human existence**
- When to apply the reading, writing, speaking, and listening strategies that they have learned**



Unit Essential Question(s): **Is literature always a reflection of life?**

 Concept: Folklore	 Concept: Mythology	 Concept: Fables
		
Lesson Essential Question(s): How can folklore provide insight into human existence? (ET)	Lesson Essential Question(s): How can myths provide insight into human existence? (A)	Lesson Essential Question(s): How can fables provide insight into human existence? (ET)
		
Vocabulary: folklore, folk tales, fairy tales	Vocabulary: myths	Vocabulary: fables, moral

Concept: Comparing Genres	Concept: Strategies
	
Lesson Essential Question(s): How are the characters, settings, and events found in mythology, folklore, and fables similar and different? (A)	Lesson Essential Question(s): How can you utilize the reading, writing, speaking, and listening strategies that you have learned? (ET)
	
Vocabulary: myths, fables, folklore	Vocabulary: visualizing, predicting, questioning, discussing, clarifying etc.

Additional Information:

Attached Document(s):

Vocab Report for Topic: Literature Reflects Life

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Concept: Comparing Genres

myths, fables, folklore -

Concept: Strategies

visualizing, predicting, questioning, discussing, clarifying etc. -

Concept: Mythology

myths -

Concept: Folklore

folklore, folk tales, fairy tales -

Concept: Fables

fables, moral -

Topic: Novel - Survival

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Key Learning:

- How an author's personal experiences influence his or her works
- How literary techniques in narration engage a reader
- How reoccurring themes in literature teach us about survival
- How author's effectively use figurative language



Unit Essential Question(s):
What similarities and differences exist among characters who survive on their own?

<p>Concept: Role of the Author</p>	<p>Concept: Literary Techniques in Narration</p>	<p>Concept: Making Connections</p>
↓	↓	↓
<p>Lesson Essential Question(s): How do an author's personal experiences influence his or her written works? (A)</p>	<p>Lesson Essential Question(s): How does the author engage the reader? (A)</p>	<p>Lesson Essential Question(s): What do reoccurring themes in literature teach us about survival? (A)</p>
↓	↓	↓
<p>Vocabulary: point of view in narration</p>	<p>Vocabulary: flashbacks, foreshadowing</p>	<p>Vocabulary: abridged versions</p>

Concept:
Figurative Language

↓

Lesson Essential Question(s):
How do authors effectively use figurative language? (A)

↓

Vocabulary:
anthropomorphism

Additional Information:

Attached Document(s):

Vocab Report for Topic: Novel - Survival

Days: 28

Subject(s): English Language Arts

Grade(s): 7th

Concept: Role of the Author

point of view in narration -

Concept: Literary Techniques in Narration

flashbacks, foreshadowing -

Concept: Making Connections

abridged versions -

Concept: Figurative Language

- anthropomorphism

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Topic: Poetry

Days: 5

Subject(s): English Language Arts

Grade(s): 7th

Key Learning:

- How a poem's form or structure contributes to its meaning
- How poetry is a creative expression of self
- How figurative language can be used effectively in poetry



Unit Essential Question(s): **How do good writers communicate creatively with poetry?**



Concept:
Structure and Meaning

Concept:
Figurative Language



Lesson Essential Question(s):
How does a poem's form or structure contribute to its meaning? (A)

Lesson Essential Question(s):
How do good writers effectively use figurative language and poetic devices in poetry? (A)



Vocabulary:
haiku, cinquain

Vocabulary:
simile, metaphor, alliteration, personification, imagery

Additional Information:

Attached Document(s):

Vocab Report for Topic: Poetry

Days: 5

Subject(s): English Language Arts

Grade(s): 7th

Concept: Structure and Meaning

haiku, cinquain -

Concept: Figurative Language

simile, metaphor, alliteration, personification, imagery -

Topic: Science or Fiction?


Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Key Learning:

- The relationship between science fiction and informational texts about science and astronomy**
- The plausibility of science fiction**
- The author's purpose**
- The components of excellent science fiction**



Unit Essential Question(s): **How do authors make science fiction believable?**

<p>Concept: science fiction vs. scientific writing</p>	<p>Concept: Plausibility</p>	<p>Concept: Author's Purpose</p>
<p>Lesson Essential Question(s): What are the differences between science fiction and informational texts about science and astronomy? (A)</p>	<p>Lesson Essential Question(s): How believable is science fiction? (A)</p>	<p>Lesson Essential Question(s): Why do authors write science fiction? (A)</p>
<p>Vocabulary: common settings for science fiction: in the future, alternate timelines, in outer space</p>	<p>Vocabulary: common themes for science fiction: time travel, alternate histories/societies, body and mind alterations</p>	<p>Vocabulary: science fiction, fantasy</p>

<p>Concept: Components</p>
<p>Lesson Essential Question(s): What are the components of excellent science fiction? (A)</p>
<p>Vocabulary: common settings for science fiction: in the future, alternate timelines, in outer space common themes for science fiction: time travel, alternate histories/societies, body and mind alterations</p>

Topic: Science or Fiction?

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Additional Information:

Attached Document(s):

Vocab Report for Topic: Science or Fiction?

Days: 29

Subject(s): English Language Arts

Grade(s): 7th

Concept: science fiction vs. scientific writing

common settings for science fiction: in the future, alternate timelines, in outer space

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Concept: Plausibility

common themes for science fiction: time travel, alternate histories/societies, body and mind alterations

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Concept: Author's Purpose

science fiction, fantasy -

Concept: Components

common settings for science fiction: in the future, alternate timelines, in outer space

common themes for science fiction: time travel, alternate histories/societies, body and mind alterations

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