

English 07 A & B and English 07 A & B Honors Syllabus

School Year: 2017-2018

Certificated Teacher:

Desired Results

Course Title (*7th Grade English Language Arts*): English 07 A & B and English 07 A & B Honors Syllabus

Credit: ____ one semester (.5) ___X___ two semesters (1.0)

Prerequisites and/or recommended preparation (*example: Completion of Algebra 1*):
6th Grade Springboard Recommended

Estimate of hours per week engaged in learning activities:
5 hours of class work per week per 18 week semester

Instructional Materials:

All learning activities (resources, assignments, assessments) are contained within or referenced in the student's online course. The online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website.

Other resources required/Resource Costs:

Tangerine by Edward Bloor available at Amazon

Course Description:

UNIT 1:

This unit introduces the year-long focus on "choices," using a variety of genres to investigate this theme. You will examine texts that present characters who, for personal or cultural reasons, have made choices about the way they live their lives. You will analyze fiction and nonfiction texts and create and present original works that express the concept of choice. In creating these original texts, you will engage in the writing process, including collaborating with your peers in Writing Groups.

UNIT 2:

People choose to do something, buy something, or think a certain way for many reasons. Often, it's because they have seen something in the media promoting it. In this unit, you will analyze print, visual, and film texts that are common in the media and advertising. You will also investigate how advertising influences the lives of youth by critically reading and viewing informational text and film. You will analyze the components of argumentation by reading argumentative essays, news articles, and speeches. By the end of the unit, you will become a skilled reader and writer of a variety of nonfiction texts, an engaged collaborator in discussion groups, and an effective argumentative writer.

UNIT 3:

How do the choices you make now shape your future self? In this unit, you will explore how decisions can have far-reaching consequences that determine your character, values, and contribution to society. You will read a novel that focuses on one young man's emerging realizations about how his personal history continues to affect his relationships with his friends, teammates, family, and school. You will analyze the choices made by different literary characters, and write an essay about the consequences. Also, you will apply your understanding of choices

and consequences to a research presentation about a historical figure or world leader who made inspiring choices that helped shape our world.

UNIT 4:

In this unit, you will discover that writers make choices about their use of language based on their intended effect, just like a performer or presenter makes choices about oral and physical delivery. To prepare for Embedded Assessment 1, you will practice reading and analyzing poetry as well as portraying various characters in group and individual performances. The unit will finish with an opportunity for you to perform a scene from a Shakespearean comedy.

Enduring Understandings for Course (Performance Objectives):

What will students understand (about what big ideas) as a result of the course?

- Students will understand how authors use narrative elements to create a story
- Students will understand the elements of effective revision
- Students will understand the role that advertising plays in the lives of youth.
- Students will understand what makes an effective argument.
- Students will understand the relationship between choices and consequences.
- Students will understand the traits that make a great leader.
- Students will understand how writers and speaker use language for effect
- Students will understand how performers communicate meaning to an audience.

Course Learning Goals (including WA State Standards, Common Core Standards, National Standards):

What is the key knowledge and skill needed to develop the desired understandings?

Unit: 1 The Choices We Make

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading:

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.7.4: 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.

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.7.3: 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.7.5: 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.

Writing

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a: 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.

W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e: 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.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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.

Speaking and Listening:

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.7.1a: 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.7.2: 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.

Language:

L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

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.

Unit: 2 What Influences My Choices?

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading

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

RI.7.5: 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.7.8: 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.

Writing:

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.

W.7. 2a: 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.

W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2f: 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. (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.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8: 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.

W.7.9b: 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.

Speaking and Listening:

SL.7.1a: 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.7.4: 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.

Language:

L.7.2b: Spell correctly.

Unit: 3 Choices and Consequences

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading

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.7.4: 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.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.7.3: 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.7.5: 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.7.9: 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.

Writing:

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.

W.7. 2a: 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.

W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e Established and maintain a formal style.

W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e: 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 lining to and citing sources.

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.

W.7.8: 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.

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

W.7.9a: 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”)

Speaking and Listening:

SL.7.1a: 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.7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as defined.

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.

SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language:

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

L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.2b: Spell correctly.

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

L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

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.

Unit: 4 How We Choose to Act

Content Standards: *What are the content standards (PowerStandards and Complementary Standards) on which each unit is focused?*

Reading

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.7.4: 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.7.7: 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.

Writing

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a: 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.

W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e: Provide a conclusion that follows from the narrated experiences or events.

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.7.10: 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.

Speaking and Listening

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

SL.7.1a: 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.7.2: 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.

SL.7.1a: 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.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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.

Evidence of Assessment

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, and assessments]

Performance Tasks:

Unit 1

Embedded Assessment 1: Revising a Personal Narrative About Choice

Embedded Assessment 2: Creating an Illustrated Myth

Unit 2

Embedded Assessment 1: Writing an Expository Essay and Engaging in a Collaborative Discussion

Embedded Assessment 2: Writing an Argumentative Essay

Unit 3

Embedded Assessment 1: Writing a Literary Analysis Essay

Embedded Assessment 2: Creating a Biographical Presentation

Unit 4

Embedded Assessment 1: Creating and Presenting a Monologue

Embedded Assessment 2: Performing a Shakespearean Dialogue

Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):

Blogs, Journals, self-assessments, observations, work samples, quizzes, tests and so on.

Types of Learning Activities

Indicate from the table below all applicable learning strategies that may be used in the course.

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> <input checked="" type="checkbox"/> Structured Overview <input type="checkbox"/> <input checked="" type="checkbox"/> Mini presentation <input type="checkbox"/> <input type="checkbox"/> Drill & Practice <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input type="checkbox"/> <input type="checkbox"/> Problem-based <input type="checkbox"/> <input type="checkbox"/> Case Studies <input type="checkbox"/> <input type="checkbox"/> Inquiry <input type="checkbox"/> <input checked="" type="checkbox"/> Reflective Practice <input type="checkbox"/> <input checked="" type="checkbox"/> Project <input type="checkbox"/> <input checked="" type="checkbox"/> Paper <input type="checkbox"/> <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input type="checkbox"/> <input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> <input type="checkbox"/> Experiments <input type="checkbox"/> <input type="checkbox"/> Simulations <input type="checkbox"/> <input type="checkbox"/> Games <input type="checkbox"/> <input type="checkbox"/> Field Observ. <input type="checkbox"/> <input checked="" type="checkbox"/> Role-playing <input type="checkbox"/> <input type="checkbox"/> Model Bldg. <input type="checkbox"/> <input type="checkbox"/> Surveys <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> <input type="checkbox"/> Essays <input type="checkbox"/> <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> <input checked="" type="checkbox"/> Journals <input type="checkbox"/> <input checked="" type="checkbox"/> Learning Logs <input type="checkbox"/> <input checked="" type="checkbox"/> Reports <input type="checkbox"/> <input checked="" type="checkbox"/> Directed Study <input type="checkbox"/> <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> <input type="checkbox"/> Discussion <input type="checkbox"/> <input type="checkbox"/> Debates <input type="checkbox"/> <input checked="" type="checkbox"/> Role Playing <input type="checkbox"/> <input type="checkbox"/> Panels <input type="checkbox"/> <input checked="" type="checkbox"/> Peer Partner Learning <input type="checkbox"/> <input checked="" type="checkbox"/> Project team <input type="checkbox"/> <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> <input checked="" type="checkbox"/> Cooperative Learning <input type="checkbox"/> <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> <input type="checkbox"/> Interviewing <input type="checkbox"/> <input checked="" type="checkbox"/> Conferencing <input type="checkbox"/> <input type="checkbox"/> Other (List)
Other: Click here to enter text.				

Learning Activities

Learning activities (as provided in the student friendly course schedule posted in online course) and contains the scope and sequence of performance tasks, activities and assessments by semester, unit, and weeks.

These learning activities are aligned with the successful completion of the course learning goals and progress towards these learning activities will be reported monthly on a progress report.

1st Semester 7th Grade English A Learning Activities

Unit: 1 The Choices We Make

Duration: [Click here to enter text.](#)

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

Click here to enter text.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. How do authors use narrative elements to create a story?
2. What are the elements of effective revision?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To analyze genres and their organizational structures
- To examine the function of narrative elements
- To apply techniques to create coherence and sentence variety in writing
- To apply revision techniques in preparing drafts for publication

Learning Activities:

- 1.1 Previewing the Unit
- 1.2 Exploring the Concept of Choice
- 1.3 Choices and Consequences: Paired Poetry
- 1.4 Exploring the Concept of Choice
- 1.5 Analyzing Incident, Response, Reflection
- 1.6 Analyzing Language
- 1.7 Timed Writing: Choosing a Topic and Drafting a Personal Narrative
- 1.8 Once Upon a Time: Revising the Beginning
- 1.9 Can you Sense It? Revising the Middle
- 1.10 Tie it Together: Revising the Ending

Embedded Assessment 1: Revising a Personal Narrative About Choice

- 1.11 Previewing Embedded Assessment 2: Expanding Narrative Writing
- 1.12 Poor Choices: “Phaethon”
- 1.13 Flight to Freedom
- 1.14 A Matter of Pride
- 1.15 Symbolic Thinking
- 1.16 Animals as Symbols: Aesop’s Fables
- 1.17 Analyzing Visual Techniques
- 1.18 Creation Myths from Around the Globe

Embedded Assessment 2: Creating an Illustrated Myth

Unit: 2 What Influences My Choices?

Duration: [Click here to enter text.](#)

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*

[Click here to enter text.](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What role does advertising play in the lives of youth?
2. What makes an effective argument?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- To understand how our lives are affected by media and advertising
- To engage in collaborative discussions
- To write an expository essay
- To identify and analyze the use of appeals, language, and rhetorical devices in informational and argumentative texts
- To write an argumentative essay

Learning Activities:

- 2.1 Previewing the Unit
- 2.2 What Is the Issue?
- 2.3 Analyzing Information Text
- 2.4 How do they do it? Analyzing Ads
- 2.5 Advertising for All
- 2.6 Evaluating Sources. How credible are they?
- 2.7 Gather Evidence from a Film: Part One
- 2.8 Gathering Evidence from a News Article
- 2.9 Gathering Evidence from a Film: Part Two
- 2.10 Bringing It All Together

Embedded Assessment 1 – Writing an Expository Essay and Engaging in a Collaborative Discussion

- 2.11 Unpacking Embedded Assessment 2 – Preparing for Argumentative Writing
- 2.12 What Claims to Believe
- 2.13 Exploring and Evaluating Reasons and Evidence
- 2.14 Just the Right Rhetoric Logical Appeals
- 2.15 Differing Opinions: Acknowledging Opposing Claims
- 2.16 To Introduce and Conclude

Unit 2 Embedded Assessment – Writing an Argumentative Essay

2nd Semester 7th Grade English B

Unit: 3 Choices and Consequences

Duration: Click here to enter text.

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*
Click here to enter text.

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. What is the relationship between choices and consequences?
2. What makes a great leader?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- *To use textual evidence to support analysis and inferences*
- *To write a literary analysis essay*
- *To evaluate, analyze, and synthesize a variety of informational texts*
- *To create and present a biographical research project*

Learning Activities:

- 3.1 Previewing the Unit
- 3.2 Peeling the Tangerine
- 3.3 Reading the Novel Tangerine
- 3.4 There's a New Kid in Town
- 3.5 Another Kid Another Town
- 3.6 Oh, Brother!
- 3.7 September 11 Perspectives
- 3.8 SIFTing Through Tangerine
- 3.9 Same Sport, Different School
- 3.10 A Good Sport
- 3.11 Seeing Is Believing
- 3.12 Conflicts and Consequences
- 3.13 Mourning and Night
- 3.14 The Final Score

Embedded Assessment 1: Writing a Literary Analysis Essay

- 3.15 Previewing Embedded Assessment 2 and Analyzing Words That Inspire
- 3.16 Nelson Mandela in Hollywood
- 3.17 A Long Walk to Peace

- 3.18 Planning for Research and Citing Sources
- 3.19 Visual Impact
- 3.20 Comparing Text and Film
- 3.21 Follow the Leader

Embedded Assessment 2: Creating a Biographical Presentation

Unit: 4 How We Choose To Act

Duration: [Click here to enter text.](#)

Enduring Understandings: *What will students understand (about what big ideas) as a result of the unit?*
[Click here to enter text.](#)

Essential Questions: *What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?*

1. How do writers and speakers use language for effect?
2. How do performers communicate meaning to an audience?

Student Learning Targets: *What will the students know and be able to do (in student friendly language)?*

- *To increase textual analysis skills across genres*
- *To strengthen verbal and nonverbal communication skills*
- *To improve oral fluency and presentation skills*
- *To collaborate on a Shakespearean performance*

Learning Activities:

- 4.1 Previewing the Unit
- 4.2 Using Language for Effect
- 4.3 Analyzing a Comedic Monologue
- 4.4 Analyzing and Presenting a Dramatic Monologue
- 4.5 Analyzing and Responding to Narrative Poetry
- 4.6 Transforming a Traditional Tale
- 4.7 Analyzing and Transforming “Casey at the Bat”
- 4.8 Using Language to Develop Theme

Embedded Assessment 1: Creating and Presenting a Monologue

- 4.9 Previewing Embedded Assessment 2 and Performing Shakespeare
- 4.10 Putting on the Mask
- 4.11 Improvisation
- 4.12 Analyzing and Delivering a Shakespearean Monologue
- 4.13 Acting for Understanding
- 4.14 Interpreting Character in Performance
- 4.15 Comparing Film and Text
- 4.16 Stage Directions
- 4.17 Exploring Theatrical Elements

Embedded Assessment 2: Performing a Shakespearean Dialogue

