ELL 7th Grade English Language Arts--Writing Curriculum

Course Description: 7th grade English Language Arts--Writing is a course that focuses on creating thoughtful writers. This course emphasizes information literacy, research, critical thinking, elements of literature, text structures, and informational and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

Scope and Sequence:

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<td>Information Literacy--Research and Critical Thinking</td>
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<td>Topic 2: Informational Writing</td>
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<td>Topic 2: The Power of Language in Poetry</td>
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| 5-6 Weeks | Art of the Argument | Topic 1: A Review of the Basics  
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<td>Topic 1: Publishing Companies</td>
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*This document contains the entire 7th Grade ELA--Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the ELL 7th Grade ELA--Writing class.
Curriculum Revision Tracking

Spring 2017
Unit 5:
- This entire unit is now based on exploring human rights.
- All of the experiences related to physically building an argument using various materials have been removed.
- An experience has been added to begin exploring human rights.

Spring 2016
Unit 1:
- Topic 2, Engaging Experience 2: Changed from general presentation to an Ignite presentation as a group.
- Teacher notes added for clarification on many of the engaging experiences.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 2:
- Explanations and resources added to the curriculum document and the calendar to support the engaging experiences.
- Unit was lengthened by 1 week.
- Topic 2, Engaging Experience 1 was removed.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 3:
- Unit was shortened by a week.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 4:
- Topic 1, Experience 3 (Quotes to Live By) was deleted.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.
- “Ongoing Skill Building was added to encourage teachers to build the background knowledge of students related to figures of speech.

Unit 5:
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 6:
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.
Unit 1: Communication in ELA

**Subject:** ELA Writing  
**Grade:** 7  
**Name of Unit:** Communication in ELA  
**Length of Unit:** 3-4 weeks

**Overview of Unit:** In this unit students will learn how to communicate both in speaking and in writing in the ELA classrooms. This will allow students to communicate effectively so that their ideas are understood by a variety of audiences, as well as understand the ideas of others. Ultimately, students will need to self-assess the essential skills of this unit in order to complete their final engaging scenario and set goals for the year. The theme of this unit (and an overarching theme for this year in both Writing and Reading) is the concept of “humanity” and encouraging students to discover aspects of their humanity as well as that of others through different aspects of communication (writing, reading, and speaking & listening).

**Priority Standards for unit:**
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.  
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.  
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.  
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.  
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

**Supporting Standards for unit:**
  a. Organization and content: Introduce the topic, maintain a clear focus throughout
the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a writing process</td>
<td>Follow</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in</td>
<td>produce</td>
<td>create</td>
<td>2</td>
</tr>
</tbody>
</table>

Board Approved: January 11, 2018
which the development, organization, style, and voice are appropriate to the task, purpose, and audience
writing with narrative, expository, and argumentative techniques develop create 3
rules for collegial discussions and decision-making follow understand 3
progress toward specific goals and deadlines track understand 2
individual roles as needed define understand 2
writing with consideration for the task, purpose, and audience review apply 3
writing with consideration for the task, purpose, and audience revise apply 3
writing with consideration for the task, purpose, and audience edit apply 3
technology, including the Internet use apply 2
writing produce create 4
writing publish apply 2
to sources link understand 2
to sources cite apply 2
with others interact apply 3
collaborate collaborate apply 3

**Essential Questions:**
1. How should you communicate in an ELA (Reading & Writing) class?
2. Why is it important to communicate effectively?

**Enduring Understanding/Big Ideas:**
1. Effective communication involves coming to class prepared, following the rules of discussions, posing questions and responding to others with relevant information. It also involves writing that is relevant, detailed, and coherent supported by a clear command of conventions to communicate ideas clearly.
2. It is important to communicate effectively so ideas are understood and the ideas of others are easily understood.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>research</td>
<td>voice</td>
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<td>reflection</td>
<td>style</td>
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<td>revision</td>
<td>conventions</td>
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<td>audience</td>
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<td>coherent</td>
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<td>claim</td>
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<td>collaborative</td>
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<td>collegial</td>
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<td>elaborate</td>
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<tr>
<td>relevant</td>
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</table>

### Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - lotus
  - concept map
  - Frayer model
  - affinity diagram
  - root analysis
  - word mapping
Ongoing Skill Building

Standards Addressed

Priority:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year:

  Link to the shared Google Drive folder: [https://drive.google.com/folderview?id=0B-EYDmNlPcflV1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndja2RrZIE&usps=sharing](https://drive.google.com/folderview?id=0B-EYDmNlPcflV1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndja2RrZIE&usps=sharing). Consider using sentence of the week warmups from Kelly Gallagher’s book “Write Like This.” Resources from this book can also be found online.
Engaging Experience 1
Title: Online perception of you as a writer
Suggested Length of Time: 2 class periods

Standards Addressed
Priority:

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Supporting:

  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will receive several examples of online writing (50% professional/positive perception and 50% unprofessional/negative perception). They will “judge” the individuals who composed each example and develop a rubric for judging online written communication (Note: Be sure that conventions are included in the rubrics students generate!). Based on the rubrics that were developed, students will be asked to think of their own online communication and apply the rubric to their communication. Students will then complete
a consensogram that displays how their own writing was judged based on the rubric they developed (For example, consensogram would have students place their dot on either “professional”, “unprofessional”, or “50/50”). Discuss the implications for an unprofessional online perception. After the discussion of the consensogram, as a class, develop a list of online “rules” for creating a positive online perception through writing.

**Bloom’s Levels:** apply  
**Webb’s DOK:** 1 & 3

**Engaging Experience 2**  
**Title:** Professional Electronic Communication  
**Suggested Length of Time:** 2 class periods  
**Standards Addressed**

**Priority:**

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

**Supporting:**

  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
**Detailed Description/Instructions:** Students will research e-mail etiquette in both casual and professional settings. The focus for this scenario will ultimately be to have students understand the difference in e-mailing teachers (professional setting) and e-mailing friends or family (casual setting). Once students have researched both settings, they will develop a Venn diagram that describes the similarities and differences in the types of e-mails they send. Finally, students will compose 2 e-mails: 1 to their teacher outlining what they have learned about communication and 1 to their parent explaining what the class expectations are for online communication. Both e-mails should demonstrate a command of conventions. The teacher should provide feedback on the quality and professionalism of their emails, focusing specifically on accurate conventions, and development of coherent thoughts. Students will reflect upon their ability to communicate both professionally and casually, and how this will impact them in the future.

**Bloom’s Levels:** apply & create

**Webb’s DOK:** 2
Engaging Experience 1
Title: Presenting Knowledge & Ideas in Groups
Suggested Length of Time: 2 class periods
Standards Addressed
Priority:
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Supporting:
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Detailed Description/Instructions: Group work - Divide students into groups of 3-5. Groups will read 2-3 articles about learning styles. Once the group is finished reading the article, they will have a short discussion about what they have learned, modeling effective collaboration and academic conversation techniques. After the discussion, all students will take a short quiz to determine their own learning style. Once all learning styles have been identified, the group will develop a plan for how groups can better function knowing each other's learning styles.

Bloom’s Levels: understand & apply
Webb’s DOK: 2 & 3

Engaging Experience 2
Title: Creating & Giving Presentations
Suggested Length of Time: 2-3 class periods
Standards Addressed
Priority:
- SL.7.A 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.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.
Supporting:

- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Student presentations should be about the different learning styles and how they impact all areas of student lives – education, study habits, future jobs, etc. Each student within the group will be responsible for creating 1-2 magazine pages within a Canva.com magazine spread.

**Notes:**

- Student audience members will evaluate each other’s oral presentation skills and complete a self-assessment of their own oral presentation skills.
- This can easily be a combined lesson with Reading and is a great co-teaching opportunity.

Bloom’s Levels: create
Webb’s DOK: 3
Topic 3: Who am I as a writer?

Notes for teachers:
1. The purpose of this unit is to serve as a diagnostic tool for both teachers and students.
2. There is no expectation for teachers to teach and/or review the tenets of good writing for any of the writing genres. The goal is to determine what students know walking in the door without teacher direction.
3. Each writing piece in this topic is building toward the PDSA where students will evaluate their writing abilities, as well as their speaking & listening abilities from Topic 2 in order to set personal learning goals for the year.

Engaging Experience 1
Title: Argumentative Writing Mini-Analysis
Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

**Detailed Description/Instructions:** As students enter class, have directions displayed on the screen that students may choose any seat in the room (within reason). Please allow them to do as they please, even for those students who are obviously making very poor choices. Once all students are seated, have students open a Schoology assignment where they will compose an argument as to why they should be allowed to remain in their chosen seat. The goal is that very few directions would be given and that students would apply the argumentative writing tenets they know to their response. After the students have submitted their responses and teachers have reviewed them, seating charts will be created that allow great arguments to be honored and require poor arguments to change seats (chosen by the teacher). Teacher will then showcase the top 5 best responses and explain why they met the “argumentative” criteria. Students need to self-assess their original response based on provided criteria which will guide the PDSA they create during the engaging scenario.

**Notes:**
1. This is a formative assessment that is intended to drive your instruction for the remainder of the year.
2. Suggestion: Give students a word limit. 300 is a good volume to see what students know and give students guidance on the amount they are supposed to write.

**Bloom’s Levels:** create

**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** Informational Writing Mini-Analysis

**Suggested Length of Time:** 2 class periods

**Standards Addressed**

Priority:
● 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
   b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Supporting:
   a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will be asked to write an informational piece. The purpose of this assignment is for both teacher and students to evaluate their abilities as informational writers, so as few directions as possible are expected. Ask students to explain to an alien some aspect of their daily life (examples: sports, food, family, school, entertainment). After the students have submitted their responses and teachers have reviewed them, the teacher will then showcase the top 5 best responses and explain why they met the “informational” criteria. Students need to self-assess their original response based on provided criteria which will guide the PDSA they create during the engaging scenario.

**Notes:**
1. This is a formative assessment that is intended to drive your instruction for the remainder of the year.
2. Suggestion: Give students a word limit. 300 is a good volume to see what students know and give students guidance on the amount they are supposed to write.

Bloom’s Levels: create
Webb’s DOK: 2

**Engaging Experience 3**

Title: Narrative Writing Mini-Analysis

Suggested Length of Time: 2 class periods

Standards Addressed

**Priority:**
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
Supporting:

  
a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  
d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students will be asked to write a narrative piece. The purpose of this assignment is for both teacher and students to evaluate their abilities as narrative writers, so as few directions as possible are expected. Ask students to write a story that is not to exceed 3 paragraphs. After the students have submitted their responses and teachers have reviewed them, the teacher will then showcase the top 5 best responses and explain why they met the “narrative” criteria. Students need to self-assess their original response based on provided criteria which will guide the PDSA they create during the engaging scenario.

**Notes:**

1. This is a formative assessment that is intended to drive your instruction for the remainder of the year.

2. Suggestion: Give students a word limit. 300 is a good volume to see what students know and give students guidance on the amount they are supposed to write.

Bloom’s Levels: create
Webb’s DOK: 2
Engaging Scenario

*Possible rubric for this engaging scenario:
https://docs.google.com/document/d/12WdJKpDHCdFJ0QGGMwQ7nmeH3SxBqEsV5-3W_fibHPo/edit?usp=sharing*
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating in a Professional Setting</td>
<td>Online perception of you as a writer</td>
<td>Students will receive several examples of online writing (50% professional/positive perception and 50% unprofessional/negative perception). They will “judge” the individuals who composed each example and develop a rubric for judging online written communication (Note: Be sure that conventions are included in the rubrics students generate!). Based on the rubrics that were developed, students will be asked to think of their own online communication and apply the rubric to their communication. Students will then complete a consensogram that displays how their own writing was judged based on the rubric they developed (For example, consensogram would have students place their dot on either “professional”, “unprofessional”, or “50/50”). Discuss the implications for an unprofessional online perception. After the discussion of the consensogram, as a class, develop a list of online “rules” for creating a positive online perception through writing.</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Communicating in a Professional Setting</td>
<td>Professional Electronic Communication</td>
<td>Students will research e-mail etiquette in both casual and professional settings. The focus for this scenario will ultimately be to have students understand the difference in e-mailing teachers (professional setting) and e-mailing friends or family (casual setting). Once students have researched both settings, they will develop a Venn diagram that describes the similarities and differences in</td>
<td>2 class periods</td>
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</tbody>
</table>
the types of e-mails they send. Finally, students will compose 2 e-mails: 1 to their teacher outlining what they have learned about communication and 1 to their parent explaining what the class expectations are for online communication. Both e-mails should demonstrate a command of conventions. The teacher should provide feedback on the quality and professionalism of their emails, focusing specifically on accurate conventions, and development of coherent thoughts. Students will reflect upon their ability to communicate both professionally and casually, and how this will impact them in the future.

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<th>Presenting Knowledge &amp; Ideas In Groups</th>
<th>Group work - Divide students into groups of 3-5. Groups will read 2-3 articles about learning styles. Once the group is finished reading the article, they will have a short discussion about what they have learned, modeling effective collaboration and academic conversation techniques. After the discussion, all students will take a short quiz to determine their own learning style. Once all learning styles have been identified, the group will develop a plan for how groups can better function knowing each other’s learning styles.</th>
<th>2 class periods</th>
</tr>
</thead>
</table>
| Presentation of Knowledge & Ideas | Creating & Giving Presentations      | Presentation – This grade will be a component of the PDSA they will be creating in the Engaging Scenario. Group Ignite Presentation  
  ● Example and Explanation: http://sixminutes.dlugan.com/ignite-presentations/  
  ● Each student within the group will be responsible for creating a minimum of 5 slides within the | 2-3 class periods |

Board Approved: January 11, 2018
- Student presentations should be about the different learning styles and how they impact all areas of student lives — education, study habits, future jobs, etc.

**Notes:**
- Student audience members will evaluate each other’s oral presentation skills and complete a self-assessment of their own oral presentation skills.
- This can easily be a combined lesson with Reading and is a great co-teaching opportunity.

<p>| Who am I as a writer? | Argumentative Writing Mini-Analysis | As students enter class, have directions displayed on the screen that students may choose any seat in the room (within reason). Please allow them to do as they please, even for those students who are obviously making very poor choices. Once all students are seated, have students open a Schoology assignment where they will compose an argument as to why they should be allowed to remain in their chosen seat. The goal is that very few directions would be given and that students would apply the argumentative writing tenets they know to their response. After the students have submitted their responses and teachers have reviewed them, seating charts will be created that allow great arguments to be honored and require poor arguments to change seats (chosen by the teacher). Teacher will then showcase the top 5 best responses and explain why they met the “argumentative” criteria. Students need to self-assess their original response based on provided criteria which will guide | 1-2 class periods |</p>
<table>
<thead>
<tr>
<th>Who am I as a writer?</th>
<th>Informational Writing Mini-Analysis</th>
<th>Students will be asked to write an informational piece. The purpose of this assignment is for both teacher and students to evaluate their abilities as informational writers, so as few directions as possible are expected. Ask students to explain to an alien some aspect of their daily life (examples: sports, food, family, school, entertainment). After the students have submitted their responses and teachers have reviewed them, the teacher will then showcase the top 5 best responses and explain why they met the “informational” criteria. Students need to self-assess their original response based on provided criteria which will guide the PDSA they create during the engaging scenario.</th>
<th>2 class periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who am I as a writer?</td>
<td>Narrative Writing Mini-Analysis</td>
<td>Students will be asked to write a narrative piece. The purpose of this assignment is for both teacher and students to evaluate their abilities as narrative writers, so as few directions as possible are expected. Ask students to write a story that is not to exceed 3 paragraphs. After the students have submitted their responses and teachers have reviewed them, the teacher will then showcase the top 5 best responses and explain why they met the “narrative” criteria. Students need to self-assess their original response based on provided criteria which will guide the PDSA they create during the engaging scenario.</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>
Unit 2: Information Literacy - Research & Critical Thinking

Subject: ELA Writing
Grade: 7
Name of Unit: Information Literacy - Research & Critical Thinking
Length of Unit: 8-9 weeks
Overview of Unit: Students will experience what it looks like to conduct relevant and ethical research in order to support informational writing. To tie this back into the theme of “humanity”, students will explore how the ability to research and communicate through informational writing helps to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown.

Priority Standards for unit:
- 7.W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting Standards for unit:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a writing process</td>
<td>follow</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are</td>
<td>produce</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>appropriate to the task, purpose, and audience</td>
<td>writing expository techniques</td>
<td>develop</td>
<td>create</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>informative/explanatory writing</td>
<td>develop</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>a topic with relevant facts, examples, and details;</td>
<td>examine</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td>relationships between ideas and supporting evidence</td>
<td>establish</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>research to answer a question</td>
<td>conduct</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>relevant sources, print and digital;</td>
<td>gather</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>information using a standard citation system.</td>
<td>integrate</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>relevant information from multiple print and digital sources,</td>
<td>gather</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>search terms effectively;</td>
<td>use</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>the credibility and accuracy of each source</td>
<td>assess</td>
<td>evaluate</td>
<td>3</td>
</tr>
<tr>
<td>the data and conclusions of others</td>
<td>quote</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>the data and conclusions of others</td>
<td>paraphrase</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>plagiarism</td>
<td>avoid</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>a standard format for citation</td>
<td>follow</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>draw</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>infer</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>analyze</td>
<td>analyze</td>
<td>4</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How do writers create and support well-developed informational writing?
2. How do ethical research practices provide the foundation for the success or failure of information-based communication?

**Enduring Understanding/Big Ideas:**

1. A well-developed informative piece contains a strong thesis, clear organization, concrete details, relevant facts, appropriate transitions, and precise language. Writers support informational writing by conducting short research projects where they focus on collecting relevant information from multiple print and digital sources, using search terms effectively.
2. Ethical research practices provide the basis for credibility on the part of the communicator. It is essential to assess the credibility and accuracy of each source in order to draw accurate evidence to support analysis, reflection, and research. Sources should always be quoted or paraphrased to avoid plagiarism. This requires the use of a standard format for citation.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>informative/expository</td>
<td>informative/expository</td>
</tr>
<tr>
<td>plagiarism</td>
<td>transitions</td>
</tr>
<tr>
<td>credible</td>
<td>thesis</td>
</tr>
<tr>
<td>reliable</td>
<td>claim</td>
</tr>
<tr>
<td>relevant</td>
<td>citation (cite)</td>
</tr>
<tr>
<td>research</td>
<td>paraphrase</td>
</tr>
<tr>
<td>analyze</td>
<td>plagiarism</td>
</tr>
<tr>
<td>reflection</td>
<td>credible</td>
</tr>
<tr>
<td>evaluate</td>
<td>reliable</td>
</tr>
<tr>
<td>search terms</td>
<td>evidence</td>
</tr>
<tr>
<td>integrate</td>
<td></td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - Lotus
  - Concept Map
  - Frayer Model
  - Affinity Diagram
  - Root Analysis
  - Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year:
- Link to the shared Google Drive folder -https://drive.google.com/folderview?id=0B-EYDmNL-PcfIlV1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdbTZsMndja2RrZlE&usp=sharing
Topic 1: Research

Engaging Experience 1

Title: What does great research look like?

Suggested Length of Time: 3-4 45 min class periods

Standards Addressed

Priority:
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:
- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: After a series of mini-lessons (such as how to search effectively, how to know if a source is credible, etc.), students will gather in groups of 3-4 and create a short presentation of what great research looks like. What are the hallmarks of a project that has done great research? What would you see that would make you believe the author truly knows what they are discussing?

Bloom’s Levels: Analyze

Webb’s DOK: 4

Engaging Experience 2

Title: Giving Credit Where Credit is Due

Suggested Length of Time: Four 45 min class periods

Standards Addressed

Priority:
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

**Supporting:**
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

**Detailed Description/Instructions:** Students will complete a series of activities (such as a webquest, interactive stations, a progression-monitored Schoology assignment, etc.) that emphasizes skills such as MLA citation using MS Word, in-text citations, understanding plagiarism, paraphrasing, note-taking, etc. Students will then evaluate several student projects and determine if students were or were not plagiarizing.

**Bloom’s Levels:** Understand, Apply, Evaluate

**Webb’s DOK:** 4

**Engaging Experience 3**

**Title:** Student-Choice Mini Research Project

**Suggested Length of Time:** Five 45 min class periods

**Standards Addressed**

**Priority:**
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

**Supporting:**
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
• ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

• ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will determine a topic of choice and generate a research question that will guide their exploration. They will also generate a list of 5-10 additional questions as they work through the research in order to further their investigation. Sources found must correlate to the questions the student is examining and will be evaluated for credibility. Ultimately, students must have gathered evidence from 3-4 different print and digital sources in order to answer their guiding research question. Students will create an infographic that illustrates the answer to their guiding question and prove the credibility of their sources. Sources must be accurately cited and infographic must avoid plagiarism.

*Note: This is a perfect opportunity for collaboration between Reading and Writing. During this time, students in Reading will be completing a small research project based on survival.*

**Bloom’s Levels:** Apply, Evaluate

**Webb’s DOK:** 3
Engaging Experience 1

Title: Building a Thesis Statement

Suggested Length of Time: Four 45 min class periods

Standards Addressed

Priority:

- 7.W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:

- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ISTE - DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will select a topic for their upcoming informational essay. Students will then complete 2 days of research on their chosen topic with the purpose of defining their ideas on the topic. After their ideas have been identified and students have been reminded of the tenets of a great informational thesis statement, students will construct 3 different thesis statements that will be posted around the room. Students will then complete a gallery walk and vote on the best thesis statements. After the gallery walk, students will go back and revise their thesis statement and submit their final thesis to the teacher for review.

Bloom’s Levels: Apply & Create

Webb’s DOK: 2, 4
Engaging Experience 2
Title: Planning for Informational Writing
Suggested Length of Time: 5-7 45-min class periods

Standards Addressed
Priority:

● 7.W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

● 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

● 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

● 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

● 7.R1.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

● 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

Detailed Description/Instructions: Students will physically build an outline of their informational piece using colored slips of paper. The thesis statement will be on its own color of paper and students will begin by generating a final statement that restates the thesis in a unique way (done on the same color of paper as the thesis). Next, students will generate 2-4 unique supporting claims that will ultimately prove their thesis statement. These are written on different colors than the thesis/conclusion statements. Students will then generate a research question (or set of questions) that will guide their search for relevant information and will compile at least 3-4 resources from multiple print and digital sources. As students find sources they want to use (ones
that support their thesis or claims), they will write down the source information on a given sheet to be later used in a Works Cited page. They will also record different facts/pieces of information they find, one at a time, on a sheet of paper. Sources will then be color coded and each fact cut out separately. Students will then go through all of the facts/information they have collected and place each strip of paper (each fact) and place the ones that prove their thesis and supporting claims beneath the corresponding strips. Students will then conference with each other and the teacher in order to determine if their order is logical and their evidence relevant.

**Notes:**
- Here are two examples of what these outlines look like:
  https://docs.google.com/document/d/1IRhpJITSLd297nwkW1h1TY6vaHjgutQ0QyiuOx5xIOQ/edit?usp=sharing

Bloom’s Levels: Apply
Webb’s DOK: 3

**Engaging Experience 3**

**Title:** Writing an Informational Piece

**Suggested Length of Time:** Five to seven 45-min class periods

**Standards Addressed**

**Priority:**
- 7.W.2.A.b Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Supporting:**
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

Detailed Description/Instructions: Students will complete the writing process by composing an informational writing piece that is focused on a clear thesis (developed during Experience 2), organized in a logical order around supporting claims (developed during Experience 3), and elaborated upon by including relevant and credible information documented through both in-text citations and an MLA formatted Works Cited page.

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

We are always looking for ways to improve our school. We would like you to research one possible improvement and write a proposal for our administrative staff. We can’t accept all improvements due to budget limitations, so it’s important to present a creative, innovative, and research-based proposal in order to be selected.

- Justify your decision. Why do we need this improvement?
- We require a short written report of your proposal as well as a short presentation (3-5 minutes) you will give to the administrative staff.
- You will be assessed based on the attached rubric.

Rubric for Engaging Scenario: [https://docs.google.com/document/d/1E8dnyPV-4b_CHKg9c1a14nfvto4IHeAodY5yFC1nE2s/edit?usp=sharing](https://docs.google.com/document/d/1E8dnyPV-4b_CHKg9c1a14nfvto4IHeAodY5yFC1nE2s/edit?usp=sharing)

*Note: This engaging scenario addresses the following ISTE standards and is a great assessment for ISTE 3 and ISTE 6!*

- **ISTE - KNOWLEDGE CONSTRUCTOR.3**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - INNOVATIVE DESIGNER.4**: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- **ISTE - CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>What does great research look like?</td>
<td>After a series of mini-lessons (such as how to search effectively, how to know if a source is credible, etc.), students will gather in groups of 3-4 and create a short presentation of what great research looks like. What are the hallmarks of a project that has done great research? What would you see that would make you believe the author truly knows what they are discussing?</td>
<td>3-4 class periods</td>
</tr>
<tr>
<td>Research</td>
<td>Giving Credit Where Credit is Due</td>
<td>Students will complete a series of activities (such as a webquest, interactive stations, a progression-monitored Schoology assignment, etc.) that emphasizes skills such as MLA citation using MS Word, in-text citations, understanding plagiarism, paraphrasing, note-taking, etc. Students will then evaluate several student projects and determine if students were or were not plagiarizing.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Research</td>
<td>Student-Choice Mini Research Project</td>
<td>Students will determine a topic of choice and generate a research question that will guide their exploration. They will also generate a list of 5-10 additional questions as they work through the research in order to further their investigation. Sources found must correlate to the questions the student is examining and will be evaluated for credibility. Ultimately, students must have gathered evidence from 3-4 different print and digital sources in order to answer their guiding research question. Students will create an infographic that illustrates the answer to their guiding question and prove the credibility of their sources. Sources must be accurately cited and infographic must avoid plagiarism.</td>
<td>5 class periods</td>
</tr>
<tr>
<td>Informational Writing</td>
<td>Building a Thesis Statement</td>
<td>Students will select a topic for their upcoming informational essay.</td>
<td>4 class periods</td>
</tr>
<tr>
<td>Informational Writing</td>
<td>Planning for Informational Writing</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Students will physically build an outline of their informational piece using colored slips of paper. The thesis statement will be on its own color of paper and students will begin by generating a final statement that restates the thesis in a unique way (done on the same color of paper as the thesis). Next, students will generate 2-4 unique supporting claims that will ultimately prove their thesis statement. These are written on different colors than the thesis/conclusion statements. Students will then generate a research question (or set of questions) that will guide their search for relevant information and will compile at least 3-4 resources from multiple print and digital sources. As students find sources they want to use (ones that support their thesis or claims), they will write down the source information on a given sheet to be later used in a Works Cited page. They will also record different facts/pieces of information they find, one at a time, on a sheet of paper. Sources will then be color coded and each fact cut out separately. Students will then go through all of the facts/information they have collected and place each strip of paper (each fact) and place the ones that prove their thesis and supporting claims beneath the corresponding strips. Students will then conference with each other and the teacher in order to determine if their order is logical and their evidence relevant.</td>
<td>5-7 class periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Writing</td>
<td>Writing an Informational Piece</td>
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<tr>
<td>Students will complete the writing process by composing an informational writing piece that is focused on a clear thesis (developed during Experience 2), organized in a logical order around supporting claims (developed during Experience 3), and elaborated upon by including relevant and credible information documented through both in-text citations and an MLA formatted Works Cited page.</td>
<td>5-7 class periods</td>
<td></td>
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</tbody>
</table>
Unit 3: Elements of Literature

Subject: ELA Writing
Grade: 7
Name of Unit: Elements of Literature
Length of Unit: 3-4 weeks

Overview of Unit: Students will participate in a variety of experiences to analyze mentor narrative texts in order to write their own narrative so that it meets the criteria of being engaging and realistic. To tie this back into the theme of “humanity,” students will explore how literature provides entertaining and thought-provoking avenues to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown.

Priority Standards for unit:

- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting Standards for unit:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and
cite sources, and interact and collaborate with others.

- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts</th>
<th>Unwrapped Skills</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
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<tbody>
<tr>
<td>(Students need to know)</td>
<td>(Students need to be able to do)</td>
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<tr>
<td>a writing process</td>
<td>follow</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience</td>
<td>produce</td>
<td>create</td>
<td>2</td>
</tr>
<tr>
<td>writing with narrative techniques</td>
<td>develop</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>narratives including poems about real or imagined experiences</td>
<td>develop</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>a consistent point of view</td>
<td>establish</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>a consistent point of view</td>
<td>maintain</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details</td>
<td>include</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials</td>
<td>determine</td>
<td>apply</td>
<td>2</td>
</tr>
<tr>
<td>how specific word choices contribute to meaning and tone</td>
<td>analyze</td>
<td>analyze</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. What makes a piece of writing narrative?
2. How does a writer create an engaging narrative piece?
Enduring Understanding/Big Ideas:
1. Narrative writing develops a real or imagined experience using elements such as dialogue, pacing and sequence, characterization, point of view, figurative language and transitions.
2. A writer creates an engaging narrative by bringing to life realistic characters, visible settings, tangible descriptions, and using language to evoke emotions and create meaningful connections for the reader.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>relevant</td>
<td>style</td>
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<td>sequence</td>
<td>tone</td>
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<tr>
<td>transitions</td>
<td>narrative</td>
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<td>precise</td>
<td>narrative techniques</td>
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<td>conclusion</td>
<td>dialogue</td>
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<td>analyze</td>
<td>pacing</td>
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<tr>
<td>analogy</td>
<td>characterization</td>
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<td>synonym/antonym</td>
<td>phrases</td>
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<td></td>
<td>clauses</td>
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<td></td>
<td>figurative language</td>
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<td></td>
<td>word nuances</td>
</tr>
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<td></td>
<td>connotation</td>
</tr>
</tbody>
</table>

Resources for Vocabulary Development:
- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - Lotus
  - Concept Map
  - Frayer Model
  - Affinity Diagram
  - Root Analysis
  - Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year.
- Link to the shared Google Drive folder - https://drive.google.com/folderview?id=0B-EYDmNL-PcflV1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndja2RrZlE&usp=sharing
Topic 1: Developing an Engaging Narrative

Engaging Experience 1

Title: Analyzing Narrative Techniques

Suggested Length of Time: Five 45-min class periods

Standards Addressed

Priority:

- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:

- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

Detailed Description/Instructions: Students will read and annotate 2-3 short stories. Stories with a lot of shock value, intense emotional response, and deep descriptions of characters, settings, or events are recommended. The purpose of annotation is to allow the students to document their reactions, questions, and inferences as they read through the stories. After all stories have been read, students will begin to look through the stories for the elements of fiction that made the stories great examples of narrative writing (i.e. dialogue formatting and content, descriptions of character behaviors and thoughts, descriptions of settings and events, event sequences, etc.). As each narrative technique is examined, students will create class lists of “rules” for how to accomplish these techniques at a high level as well as evaluate how the author of the story used those techniques to engage the mind or emotional response of the reader.

Sample Texts: “He-y, Come on Ou-t” by Shinichi Hochi, “The Flight of Icarus” by Sally Benson, or “A Sound of Thunder” by Ray Bradbury

Bloom’s Levels: Apply & Analyze

Webb’s DOK: 2
Engaging Experience 2

Title: Analyzing Point of View & Author’s Purpose

Suggested Length of Time: Two 45-min class periods

Standards Addressed

Priority:

- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:

- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Detailed Description/Instructions: For each of the stories read during Experience 1, have students work through the Author’s Purpose, Point of View, and Theme graphic/concept map in order to determine the real-world applications of the story. Once students are finished, they will look through the stories once more and evaluate the “engaging” and “realistic” nature of the stories by generating an author’s checklist of what it takes to meet those criteria.

Resource - [https://docs.google.com/drawings/d/1gPHF86cCaMkY3v7Eli-Gf-g_QDBXEcWEiQDgBLf4R9Y/edit?usp=sharing](https://docs.google.com/drawings/d/1gPHF86cCaMkY3v7Eli-Gf-g_QDBXEcWEiQDgBLf4R9Y/edit?usp=sharing)

Bloom’s Levels: Apply & Analyze

Webb’s DOK: 2 & 3
Engaging Experience 3
Title: Analyzing Language
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed

Priority:
- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Detailed Description/Instructions: Either using the same stories from Experience 1 or a new set of stories (recommended), allow students to comb through the text looking for words with strong connotations, examples of figurative language, and expertly written language. Once all powerful language in the text has been identified, have students take the words and phrases and turn them into a Found Poem. After the poem has been written, ask students to analyze the language - What feelings are the reader left with? How did emotions change or intensify throughout the poem? What images come to mind? What was the author attempting to accomplish through the use of this language?

Bloom’s Levels: Apply, Analyze
Webb’s DOK: 2 & 3
**Engaging Experience 4**

**Title:** Planning for a Narrative

**Suggested Length of Time:** Two to three 45-min class periods

**Standards Addressed**

**Priority:**
- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

**Supporting:**
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- **ISTE - CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Students will select a theme that they want to communicate (based on the criteria for the Engaging Scenario), and will work through the details of planning elements of their story utilizing effective techniques. As a part of this process, they will create a storyboard in order to organize their thinking and create an opportunity for students to think.
through the details of the story. This is designed to help the story students write meet the criteria they identified in Experience 2 regarding what makes a short story engaging and realistic.

Resource - https://docs.google.com/document/d/1vX9G3oSNg1K_pMLHs23ZltdLsIP2cyWzW7vq8-LaFT8/edit?usp=sharing

Bloom’s Levels: Apply and Create
Webb’s DOK: 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Suppose a group of children or teens are struggling with a particular life lesson (patience, compassion, bullying, etc.). Compose an original, creative, and realistic short story that demonstrates an understanding of character development, dialogue, figurative language/word relationships that will appeal to the chosen audience and communicate a powerful theme/author’s message.

**Rubric for Engaging Scenario:**
https://docs.google.com/document/d/1lYzPyJSFy-9W1BQhO6W4ZfNqBFUP4VhL18KIf9Yq1x0/edit?usp=sharing
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing an Engaging Narrative</td>
<td>Analyzing Narrative Techniques</td>
<td>Students will read and annotate 2-3 short stories. Stories with a lot of shock value, intense emotional response, and deep descriptions of characters, settings, or events are recommended. The purpose of annotation is to allow the students to document their reactions, questions, and inferences as they read through the stories. After all stories have been read, students will begin to look through the stories for the elements of fiction that made the stories great examples of narrative writing (i.e. dialogue formatting and content, descriptions of character behaviors and thoughts, descriptions of settings and events, event sequences, etc.). As each narrative technique is examined, students will create class lists of “rules” for how to accomplish these techniques at a high level as well as evaluate how the author of the story used those techniques to engage the mind or emotional response of the reader. Sample Texts: “He-y, Come on Ou-i” by Shinichi Hochi, “The Flight of Icarus” by Sally Benson, or “A Sound of Thunder” by Ray Bradbury.</td>
<td>5 class periods</td>
</tr>
<tr>
<td>Developing an Engaging Narrative</td>
<td>Analyzing Point of View &amp; Author’s Purpose</td>
<td>For each of the stories read during Experience 1, have students work through the Author’s Purpose, Point of View, and Theme graphic/concept map in order to determine the real-world applications of the story. Once students are finished, they will...</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Developing an Engaging Narrative</td>
<td>Analyzing Language</td>
<td>Planning for a Narrative</td>
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<td>---------------------------------</td>
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</tr>
<tr>
<td>look through the stories once more and evaluate the “engaging” and “realistic” nature of the stories by generating an author’s checklist of what it takes to meet those criteria.</td>
<td>Either using the same stories from Experience 1 or a new set of stories (recommended), allow students to comb through the text looking for words with strong connotations, examples of figurative language, and expertly written language. Once all powerful language in the text has been identified, have students take the words and phrases and turn them into a poem. After the poem has been written, ask students to analyze the language - What feelings are the reader left with? How did emotions change or intensify throughout the poem? What images come to mind? What was the author attempting to accomplish through the use of this language?</td>
<td>Students will select a theme that they want to communicate (based on the criteria for the Engaging Scenario), and will work through the details of planning elements of their story utilizing effective techniques. As a part of this process, they will create a storyboard in order to organize their thinking and create an opportunity for students to think through the details of the story. This is designed to help the story students write meet the criteria they identified in Experience 2 regarding what makes a short story engaging and realistic.</td>
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</table>

2-3 class periods
Unit 4: Text Structures - A Focus on Poetry

Subject: ELA Writing  
Grade: 7  
Name of Unit: Text Structures - A Focus on Poetry  
Length of Unit: 6 weeks  

Overview of Unit: Students will gain a deep understanding of what is required when analyzing and how an analysis of poetry and language yields deep understanding and the ability to influence audiences through purposeful use of what is learned. To tie this back into the theme of “humanity”, students will explore how powerful language found in poetry provides a platform to explore and experiment with our understanding of the human experience as well as to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown.

Priority Standards for unit:

- 7.W.2.A.a Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.1.D Using appropriate texts, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
Supporting Standards for unit:

- **7.W.1.A** Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- **7.SL.1.B** Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

- **7.SL.1.C** Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

- **7.SL.2.A** Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

- **7.SL.2.B** Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

- **7.SL.2.C** Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

- **ISTE - KNOWLEDGE CONSTRUCTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- **ISTE - CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
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<td>how specific word choices contribute to meaning and tone</td>
<td>analyze</td>
<td>analyze</td>
<td>3</td>
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<tr>
<td>conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>draw</td>
<td>analyze</td>
<td>4</td>
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<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>infer</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>analyze</td>
<td>analyze</td>
<td>4</td>
</tr>
<tr>
<td>literature, including poems, independently and proficiently</td>
<td>read</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>literature, including poems, independently and proficiently</td>
<td>comprehend</td>
<td>understand</td>
<td>2</td>
</tr>
<tr>
<td>a written story, drama, or poem to its audio, filmed, staged, or multimedia version</td>
<td>compare</td>
<td>analyze</td>
<td>2</td>
</tr>
<tr>
<td>how the techniques unique to each medium contribute to meaning</td>
<td>analyze</td>
<td>analyze</td>
<td>2</td>
</tr>
</tbody>
</table>
- the theme(s) of a text (using appropriate texts) | determine | understand | 2
- the relationship between the theme(s) and supporting evidence | explain | explain | 3
- the text distinct from personal opinions | summarize | understand | 2
- how a text’s form or overall structure contributes to meaning | analyze | analyze | 2

**Essential Questions:**
1. Why is it necessary to understand the structure of poetry and how it impacts understanding?
2. How does poetry influence a person’s connection to the world around them?
3. How does an understanding of language allow a person to maximize their communication?

**Enduring Understanding/Big Ideas:**
1. The structure of poetry impacts audience understanding through the intentional organization of thoughts to create the best illustration of the author’s message.
2. Poetry has the ability to create intense illustrations and emotional responses that play off of core human emotions, connecting the audience to shared experiences and common themes.
3. An understanding of language allows anyone to intentionally harness the power of words in order to impact the thinking, emotions, and responses of their audience, enhancing their ability to communicate effectively.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze</td>
<td>poetry</td>
</tr>
<tr>
<td>infer</td>
<td>poetic structure</td>
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<tr>
<td>structure</td>
<td>figurative meaning</td>
</tr>
<tr>
<td>nuance</td>
<td>figurative language</td>
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<td>synonym</td>
<td>theme</td>
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<td>antonym</td>
<td>connotation</td>
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<td>compare</td>
<td>denotation</td>
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<td>rhyme</td>
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<td>symbolism</td>
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<tr>
<td></td>
<td>tone</td>
</tr>
<tr>
<td></td>
<td>nuance</td>
</tr>
</tbody>
</table>
Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - Lotus
  - Concept Map
  - Frayer Model
  - Affinity Diagram
  - Root Analysis
  - Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students should be used to completing conventions warm-ups a couple of times each week throughout the year:

Link to the shared Google Drive folder - https://drive.google.com/folderview?id=0BEYDmNL-Pcflh1aEzoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndja2RrZlE&usp=sharing

Standards Addressed

Priority:

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Detailed Description/Instructions: Students should complete a warm-up on non-conventions days related to a variety of different figures of speech. Each day that students complete this warm-up, they will have to research the figure of speech listed on the screen, put what it means in their own words, determine if it has a positive or negative connotation, and determine an example of how to use it in a specific scenario.

- Example: Put “won’t hold water” on the screen. Students would research to determine the meaning of this figure of speech as “something that is weak” and then would use it in a sentence – “Your argument won’t hold water.” (negative connotation)
Topic 1: Analysis

Engaging Experience 1

Title: A Picture is Worth 1,000 Words

Suggested Length of Time: Two to three 45-min class periods

Standards Addressed

Priority:
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After direct instruction regarding what analysis is, students will be given a series of engaging pictures that are to be analyzed. These pictures should be thought-provoking and should require students to think deeply. Begin the experience by selecting one picture and having students write down all thoughts related to the picture. After a think, pair, share, challenge students with a series of Socratic questions (listed below) to deepen their thinking. Once each picture is finished, model a written analysis for students. Depending on the needs of students, continue with modeling until students begin to pick up the process and then begin removing scaffolding until students can analyze a picture deeply without assistance.

Socratic questions:
- What else could we assume?
- What alternative ways of looking at this are there?
- What are the consequences of our assumptions?
- Why is this important?
- What is the message?
- What is this analogous (or similar) to?
- What generalizations can you make?
- What is a counterargument for ideas that have been discussed?

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 2
Title: Words that Pack a Punch
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed

Priority:
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:
- (7.RL.1.A) Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After students experience instruction and/or notes on symbolism, connotation, tone, mood, or figurative language, pose the question to students, “How do authors pack a great deal of meaning into a small number of words?” Their charge will be to create a mini-project that gives extensive examples of all of the ways authors manipulate words to communicate powerful messages in a spare amount of language. Students may create presentations, infographics, etc. that capture their message. Intentional use of symbolic colors, images, and words are to be expected in the presentation.

Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Experience 1
Title: Spoken Word Poetry
Suggested Length of Time: Two 45-min class periods

Standards Addressed

Priority:
- 7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Detailed Description/Instructions: Students will read a poem chosen by the teacher (for example: Scratch & Dent Dreams by Eric Darby). This should be a silent experience and students should annotate the text, attempting to determine the author’s message and the tone of the piece by looking at connotations of words and attempting to determine the meanings of any figurative language used. After students are finished, play the audio or visual version of the poem and have students identify any portions of the poem that now made sense and compare their answers regarding the author’s message and the author’s tone. As a ticket out the door, have students write about how their understanding of the poem changed after hearing it performed versus reading it silently.

In the following class period, have students discuss whether or not the author has an understanding of language that allowed him to maximize his message. For each answer, have students support their reasoning through evidence from the text. Present a second poem and have students present an argument as to how the poem should be performed based on the language used in the poem. Show the audio or visual version of the poem and have students compare their thoughts to the actual performance. As a ticket out the door, have students write about how hearing poems out loud contributes to their understanding of the poems they read.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 2
Title: The impact of poetry on images and emotions
Suggested Length of Time: Two 45-min class periods
Standards Addressed

Priority:
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Detailed Description/Instructions: Teachers should have a set of poems for students to choose from related to a variety of opposing topics (love & hate, joy & sorrow, gain & loss, etc.). Students will select 2 opposing poems about a similar topic and examine the language used to communicate the feelings in each poem as well as the images the poem creates for the student. Students will produce a short presentation analyzing both the language and the images created by the author, being sure to use their knowledge of word choice and symbolism in their creation of the presentation. For example, if they are discussing the darkest sides of hate, colors in the presentation should be dark and help to communicate their meaning, etc.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 1
Title: Elements of Poetry & Poetic Structure
Suggested Length of Time: Two 45-minute class periods
Standards Addressed

Priority:
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.

Supporting:
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Detailed Description/Instructions: After several lessons that include notes on the elements of poetry (focusing on figurative language, connotation, tone, mood, etc.) and the elements of structure (focusing on rhyme & repetition) in poetry, students will be asked to take 2 poems of choice and identify the different elements of poetry and poetic structure.

Bloom’s Levels: Understand & Apply
Webb’s DOK: 2

Engaging Experience 2
Title: Types of Poetry
Suggested Length of Time: One 45-min class period
Standards Addressed

Priority:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.

Supporting:
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
Detailed Description/Instructions: Students will complete notes on different types of poetry in small groups of 2-3. For each type of poem, students will define the type of poem, find an example of the type of poem, and answer the following two questions:

- Why would an author choose this type of poem to communicate with his/her audience?
- How does the structure of the poem impact how the audience understands the author’s message?

Note: Teachers will need to provide an example and/or model of the assignment before allowing students to begin their search and analysis.

Bloom’s Levels: Apply & Analyze

Webb’s DOK: 2

Engaging Experience 3

Title: Poetry Analysis

Suggested Length of Time: Two to three 45-minute class periods

Standards Addressed

Priority:

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After introducing the engaging scenario, students will need to analyze a series of poems related to their scenario. This final engaging experience is the poetry analysis portion of the project before students begin to create their presentations. If students need assistance with analyzing poems, teacher should model analysis through the Cubing process listed below:
Cubing Poems

Describe it
- How would you describe this topic/issue/event/person?
- What characteristics does it have? (structure, punctuation, etc.)
- What does it look like?

Compare it
- What is it similar to?
- What is it analogous to?

Associate it
- What does it remind you of?
- What images does it create?
- How does it connect to other topics/issues/events/people?

Analyze it
- How did the author use language to accomplish his/her purpose?
- Why did the author choose specific words, phrases, structural elements?
- How does it make you feel?
- How does it shape your thinking?
- What are the contributing pieces/factors?

Apply it
- What can you do with it?
- How can you use it?
- What lesson(s) did it teach?
- What understanding did it generate?

Argue for or against it
- I support this because...
- I oppose this because...
- This is good because...
- This is bad because...

**Bloom’s Levels:** Apply & Analyze

**Webb’s DOK:** 3 & 4

**Rubric:** Located in the Engaging Scenario
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

It has happened again. The motivation, the drive, the spark - it is gone as though it never moved our hearts, inspired our minds, and gave purpose to our steps. In a world where those who forge ahead succeed, we cannot afford to just sit back and watch! We must find a way to ignite a flame that will spur us on and bind us together in pursuit of a common goal.

Your goal: From the list of scenarios provided, you will select one that you believe you can “turn around”. Your purpose will be to create an inspiring presentation based on the obvious problem faced by those in the situation you choose. To maximize your presentation’s power and impact, you will analyze powerful language found in poetry and determine how that language could be best used to influence your chosen audience. Ultimately, you will present your presentation and will be evaluated on your ability to change the mindset of your audience.

Rubric for Engaging Scenario:
https://docs.google.com/document/d/1pn8T6bT-lVqiZuOT4CBkUXzy91s4LVgUDXPA1NvyXKw/edit?usp=sharing

*Note: This performance event addresses the following ISTE standards and is a great assessment for ISTE 6 (Creative Communicator).

- **ISTE - KNOWLEDGE CONSTRUCTOR.3**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>A Picture is Worth 1,000 Words</td>
<td>After direct instruction regarding what analysis is, students will be given a series of engaging pictures that are to be analyzed. These pictures should be thought-provoking and should require students to think deeply. Begin the experience by selecting one picture and having students write down all thoughts related to the picture. After a think, pair, share, challenge students with a series of Socratic questions (listed below) to deepen their thinking. Once each picture is finished, model a written analysis for students.</td>
<td>2 or 3 class periods</td>
</tr>
<tr>
<td>Analysis</td>
<td>Words that Pack a Punch</td>
<td>After students experience instruction and/or notes on symbolism, connotation, tone, mood, or figurative language, pose the question to students, “How do authors pack a great deal of meaning into a small number of words?” Their charge will be to create a mini-project that gives extensive examples of all of the ways authors manipulate words to communicate powerful messages in a spare amount of language. Students may create presentations, infographics, etc. that capture their message. Intentional use of symbolic colors, images, and words are to be expected in the presentation.</td>
<td>2 or 3 class periods</td>
</tr>
<tr>
<td>The Power of Language in Poetry</td>
<td>Spoken Word Poetry</td>
<td>Students will read a poem chosen by the teacher (for example: Scratch &amp; Dent Dreams by Eric Darby). This should be a silent experience and students should annotate the text, attempting to determine the author’s message and the tone of the piece by looking at</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>
connotations of words and attempting to determine the meanings of any figurative language used. After students are finished, play the audio or visual version of the poem and have students identify any portions of the poem that now made sense and compare their answers regarding the author’s message and the author’s tone. As a ticket out the door, have students write about how their understanding of the poem changed after hearing it performed versus reading it silently.

In the following class period, have students discuss whether or not the author has an understanding of language that allowed him to maximize his message. For each answer, have students support their reasoning through evidence from the text. Present a second poem and have students present an argument as to how the poem should be performed based on the language used in the poem. Show the audio or visual version of the poem and have students compare their thoughts to the actual performance. As a ticket out the door, have students write about how hearing poems out loud contributes to their understanding of the poems they read.

<table>
<thead>
<tr>
<th>The Power of Language in Poetry</th>
<th>The Impact of Poetry on Images and Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers should have a set of poems for students to choose from related to a variety of opposing topics (love &amp; hate, joy &amp; sorrow, gain &amp; loss, etc.). Students will select 2 opposing poems about a similar topic and examine the language used to communicate the feelings in each poem as well as the images the poem creates for the student. Students will produce a short presentation analyzing both the language and the images created by the author, being sure to use their knowledge of word choice and symbolism in their creation of the</td>
<td>2 class periods</td>
</tr>
<tr>
<td>Poetic Structure Analysis</td>
<td>Elements of Poetry &amp; Poetic Structure</td>
</tr>
</tbody>
</table>
| Poetic Structure Analysis | Types of Poetry | Students will complete notes on different types of poetry in small groups of 2-3. For each type of poem, students will define the type of poem, find an example of the type of poem, and answer the following two questions:
- Why would an author choose this type of poem to communicate with his/her audience?
- How does the structure of the poem impact how the audience understands the author’s message? | 1 class period |
| Poetic Structure Analysis | Poetry Analysis | After introducing the engaging scenario, students will need to analyze a series of poems related to their scenario. This final engaging experience is the poetry analysis portion of the project before students begin to create their presentations. If students need assistance with analyzing poems, teacher should model analysis through the Cubing process. | 2 or 3 class periods |
Unit 5: Art of the Argument

Subject: ELA Writing

Grade: 7

Name of Unit: Art of the Argument

Length of Unit: 5-6 weeks

Overview of Unit: Students will learn the elements of an effective argument and how those pieces fit together in order to maximize a person’s ability to communicate their position. To tie this back into the theme of “humanity,” students will explore how human rights are honored or denied through a variety of text explorations as they work toward writing an argumentative piece about one of several human rights topics.

Priority Standards for unit:

- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

Supporting Standards for unit:

- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied
c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

● 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

● 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

● 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

● 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

● ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom's Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
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<td>create</td>
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</tr>
<tr>
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<td>Verb</td>
<td>Apply</td>
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<tr>
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<td>3</td>
</tr>
<tr>
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<td>produce</td>
<td>create</td>
<td>3</td>
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<tr>
<td>clear and coherent writing in which the style is appropriate to task</td>
<td>produce</td>
<td>create</td>
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</tr>
<tr>
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<td>produce</td>
<td>create</td>
<td>3</td>
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<td>produce</td>
<td>create</td>
<td>3</td>
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<td>produce</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in which the voice is appropriate to audience</td>
<td>produce</td>
<td>create</td>
<td>3</td>
</tr>
<tr>
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<td>develop</td>
<td>create</td>
<td>3</td>
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<td>a claim with clear reasons and relevant evidence</td>
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<td>2</td>
</tr>
<tr>
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<td>apply</td>
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<tr>
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<td>acknowledge</td>
<td>apply</td>
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<tr>
<td>relationships between claims and supporting evidence</td>
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<tr>
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<td>conduct</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
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<td>gather</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>information using a standard citation system</td>
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<td>relevant information from multiple print and digital sources,</td>
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<td>search terms effectively;</td>
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<td>the credibility and accuracy of each source</td>
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<td>reasoning in order to pose questions that elicit elaboration</td>
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<td>reasoning in order to respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</td>
<td>evaluate</td>
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**Essential Questions:**

1. How does the structure of an argument contribute to the effectiveness of communicating one’s position?
2. How does audience impact the style and organization of an argument?
3. Why is it important to understand how to deliver an argument both in writing and verbally?

**Enduring Understanding/Big Ideas:**

1. The structure of an argument allows one’s position to be communicated effectively if claims are sound and logical, opposition is acknowledged, and audience is clear on the validity of the identified stance.
2. The style and organization of an argument must be specific to the identified audience in order to maximize the impact of the message on the intended target.
3. The ability to deliver an argument both in writing and verbally provides the ability for one to strongly communicate and defend a position in any situation life presents.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>argument</td>
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### Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - Lotus
  - Concept Map
  - Frayer Model
  - Affinity Diagram
  - Root Analysis
  - Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions:

- Students should be used to completing conventions warm-ups a couple of times each week throughout the year.
  Link to the shared Google Drive folder: [https://drive.google.com/folderview?id=0B-EYDmNL-PcfiK1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndjA2RrZIe&usp=sharing](https://drive.google.com/folderview?id=0B-EYDmNL-PcfiK1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndjA2RrZIe&usp=sharing)
**Topic 1: Digging Into Argument**

**Engaging Experience 1**

**Title:** Research Review

**Suggested Length of Time:** One 45-min class period

**Standards Addressed**

*Priority:*

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

*Supporting:*

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instructions:** Students will review:

- quality sources - What are some examples and nonexamples of good sources?
- effective search terms - Given a specific topic, what search terms would be the most effective in finding quality information?
- using Microsoft Word to cite sources - What would the citation be for a specific website?
- how to cite sources in a paper (in text paraphrasing and direct quotes) - M/C Is the following example formatted and cited correctly for a paraphrased source? M/C Is the following example formatted and cited correctly for a quoted source?

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** What is the purpose of argumentative writing?

**Suggested Length of Time:** Three to four 45-min class periods

**Standards Addressed**

*Priority:*

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.

Supporting:
- 7.R1.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Detailed Description/Instructions: Students will read 2 different argumentative pieces (for example: Labels & Illusions or Is space exploration worth the cost? (Collections Texts)). Students will analyze each piece and focus on what the author was trying to accomplish as well as how the structure contributed to the meaning of the piece. Students should focus on how claims drive the overall argument/message of the author. Students will write a short piece (2-3 paragraphs) taking a position on the purpose of argumentative writing, referencing the two pieces as evidence for their claim.

*Suggestions:*
- Use a reverse outline strategy to help students analyze the texts.
- The 2-3 paragraph piece is intended to be quick and used as a reflection at the end of the unit to see how students have improved their writing.

Bloom’s Levels: Analyze
Webb’s DOK: 2 & 3
Topic 2: Building a Successful Argument

*Note: Students may either select 2 topics (one for the Engaging Experiences and one for the Engaging Scenario) or may select the 1 topic they will use for the Engaging Scenario.

**Engaging Experience 1**

**Title:** Understanding Human Rights

**Suggested Length of Time:** Three to four 45-min class periods

**Standards Addressed**

**Priority:**
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

**Supporting:**
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Detailed Description/Instruction:** To move students toward being able to select their own topic for their argumentative piece, research about human rights will be necessary. Begin by having students create something (graphic organizer, list, flash draft, etc.) that contains their responses to the following questions:
- What are the human rights you believe all people are entitled to?
- What are some ways that human rights are respected?
- What are some ways that human rights are denied?

Once they are finished, give students an opportunity to dig into texts related to human rights. This can be an open research time or guided based on teacher chosen texts. It would also be beneficial to allow students to dig into the Universal Declaration of Human Rights before beginning their research. As students research, they should make note of different examples or topics related to human rights that they may be interested in exploring.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Experience 2

Title: Thesis Creation

Suggested Length of Time: Four 45-min class periods

Standards Addressed

Priority:

- Write arguments to support claims with clear reasons and relevant evidence.

Supporting:

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Detailed Description/Instructions: The class will select a topic that has two clear sides (for example: globalization). Based on the chosen topic, students will generate a list of questions that will be used to guide their research. Students will then complete 2 days of research on their chosen topic with the purpose of defining their position. After their position has been identified and students have been reminded of the tenets of a great argumentative thesis statement, students will construct 3 potential thesis statements for a Gallery walk. Circling the room, students will choose the strongest thesis of each student’s. After voting, students will present their strongest thesis and create a list of common characteristics for strong argumentative thesis statements. They can then go back and revise their thesis statement and submit their final thesis to the teacher for review.

Notes:

- The topic of Globalization is specifically done in SS, but could tie directly into ELA if teachers were willing to collaborate.
- If collaboration is not desired, then teachers will need to either select another topic for students or allow students to select from a list of approved topics related to human rights such as:
  - Has globalization made it more or less difficult to honor human rights?
  - What country was the best/worst at honoring human rights in the 20th or 21st century?
  - Why do we need human rights? Is it necessary to have an official list to follow?
  - Is the UN Human Rights Council doing its job? Founded in 2005 is supposed to investigate the violation of human rights, but many times they ignore cases that present a political interest.
  - Which of the official human rights is the most important?
  - What is our responsibility as global citizens when rights are denied? (ex. There are countries all over the world without access to clean water, free speech, the ability to have more than one child, etc.)
  - Where does child labor fit into the declaration of human rights?

Bloom’s Levels: Apply; Webb’s DOK: 4
Engaging Experience 3
Title: Supporting Claims
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed

Priority:
- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:
- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

Detailed Description/Instructions: After a mini-lesson on supporting claims and how to construct them based on the weight of the thesis, teachers will model how to build a solid base for a thesis statement through original supporting claims. Students should then work through creating their own outline for their chosen topic. A sample outline is provided and many resources are available in Collections to support this process. *Note: As students are building their outlines, additional research may be necessary and should be encouraged throughout the writing process to ensure that supporting claims can be well supported with evidence.

Bloom’s Levels: Create
Webb’s DOK: 2

Engaging Experience 4
Title: Counterclaims
Suggested Length of Time: Two 45-min class periods
Standards Addressed

Priority:
- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,
purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.R1.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Detailed Description/Instructions: Now that students have created their own outline for their argument, they must look into the opposition. For this, students will develop a list of “holes” in their argument and determine where they are “vulnerable to attack”. For each identified hole, students must look into the validity of the opposition and determine if they have the strength to defend against it or if they need an alternative claim that helps to negate the opposition. As they explore, students will need to develop a “defense” around their argument that will prevent the opposition from disproving their claim. Ultimately, students will need to identify the strongest counterclaim and mount a counterattack that acknowledges the claim, but clearly supports their original thesis.

Bloom’s Levels: Create
Webb’s DOK: 3

Engaging Experience 5
Title: Introduction & Conclusions
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed
Priority:
- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task,
purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Detailed Description/Instructions: After the body of the outline has been completed, students will need to create an introduction and a conclusion for their argument. Mini-lessons will be provided regarding the necessary components of each, and students will draft an introduction and a conclusion based on the outlines they have built. These will be the ultimate guide through the paper, as students will use these to make sure they begin and end solidly supporting their primary claim.

Bloom’s Levels: Create
Webb’s DOK: 3
Topic 3: Argumentative Pieces of Flare

Engaging Experience 1
Title: The Importance of Language
Suggested Length of Time: Two to three 45-min class periods
Standards Addressed

Priority:
- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

Detailed Description/Instructions: As students prepare for the Engaging Scenario, have them go back through their research and search for the types of language used by different authors (both for and against their position). Have students brainstorm a list of powerful words associated with what they want to communicate. Once they have a list of words identified, place students on a “word budget” and require them to create progressively larger iterations of their argument. (For example, have students begin with a 6-word memoir that should communicate the entire message of their paper. Next, allow students to write only 10 sentences that communicate everything they would want to communicate in an entire essay or argument about their topic, etc.) Encourage them to select words extremely carefully and to utilize what they have learned about the power of language in their writing.

Bloom’s Levels: Create
Webb’s DOK: 3
Engaging Experience 2
Title: Where does emotion belong?
Suggested Length of Time: Two to three 45-min class periods

Standards Addressed

Priority:
- 7.W.2.A.c Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

Detailed Description/Instructions: Have students watch 2 different Ted Talks (or another set of texts) on completely different topics where presenters take a clear stance and convincingly present information. Have students note where presenters include their own personal emotions or feelings and rate how deeply those statements emotionally engage the audience. Once they have finished watching the 2 videos, have students decide what level emotion should play in their own piece of writing. In groups, students will make arguments about the role emotion should play in argumentative speaking and in writing. At the end of class, students will make a claim about the importance of emotion in their own thesis as a ticket out the door.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will submit and use their final argumentative piece to participate in Philosophical Chairs (see web for detailed instructions) on the class topic. After they complete this activity, they will be asked to justify their final position on the topic in a short essay.

Rubric for Engaging Scenario:
Student debate rubric: https://docs.google.com/document/d/18Xq75ThuUCV-yIQ8vCfjFctGf9yPAFgS1Qh2JgWno/edit?usp=sharing
Teacher scoring rubric: https://docs.google.com/document/d/1se5uQipB5Nz62-mS29jb60Djm3KS4JXppEQAXPITFJg/edit?usp=sharing

*Note: If doing the debate tournament, the following ISTE standards are addressed and it a great opportunity to assess ISTE 3 and ISTE 6.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
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<tbody>
<tr>
<td>Digging Into Argument</td>
<td>Research Review</td>
<td>Students will watch a teacher created video reviewing the major components of quality research practices. Using Edpuzzle, teachers will embed questions for students to respond to in order to remind students of the expectations of research.</td>
<td>1 class period</td>
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<tr>
<td>Digging Into Argument</td>
<td>What is the purpose of argumentative writing?</td>
<td>Students will read 2 different argumentative pieces (for example: Labels &amp; Illusions or Is space exploration worth the cost? (Collections Texts)). Students will analyze each piece and focus on what the author was trying to accomplish as well as how the structure contributed to the meaning of the piece. Students should focus on how claims drive the overall argument/message of the author. Students will write a short piece (2-3 paragraphs) taking a position on the purpose of argumentative writing, referencing the two pieces as evidence for their claim.</td>
<td>3 or 4 class periods</td>
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| Building a Successful Argument | Understanding Human Rights | To move students toward being able to select their own topic for their argumentative piece, research about human rights will be necessary. Begin by having students create something (graphic organizer, list, flash draft, etc.) that contains their responses to the following questions:  
  - What are the human rights you believe all people are entitled to? | 3 or 4 class periods     |
- What are some ways that human rights are respected?
- What are some ways that human rights are denied?

Once they are finished, give students an opportunity to dig into texts related to human rights. This can be an open research time or guided based on teacher chosen texts. It would also be beneficial to allow students to dig into the Universal Declaration of Human Rights before beginning their research. As students research, they should make note of different examples or topics related to human rights that they may be interested in exploring.

| Building a Successful Argument | Thesis Creation | Students will select a topic that has two clear sides (for example: globalization). Based on the chosen topic, students will generate a list of questions that will be used to guide their research. Students will then complete 2 days of research on their chosen topic with the purpose of defining their position. After their position has been identified and students have been reminded of the tenets of a great argumentative thesis statement, students will construct 4 different thesis statements (2 positive and 2 negative) that will be posted around the room on “positive” posters and “negative” posters so that students know if the intention was to support or reject the topic. Students will be split into two teams (one positive and one negative) and each team will rank the thesis statements in order from strongest to weakest. After both teams are finished, 1-2 speakers will have to make an argument as to why the top 5 arguments | 4 class periods |
were strongest and why the bottom 5 arguments were the weakest. Students will then create a list of “rules” for argumentative thesis statements and will go back and revise their thesis statement and submit their final thesis to the teacher for review.

<table>
<thead>
<tr>
<th>Building a Successful Argument</th>
<th>Supporting Claims</th>
<th>After a mini-lesson on supporting claims and how to construct them based on the weight of the thesis, teachers will model how to build a solid base for a thesis statement through original supporting claims. Students should then work through creating their own outline for their chosen topic. A sample outline is provided <a href="#">HERE</a> and many resources are available in Collections to support this process.</th>
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Unit 6: Culminating Unit - What Does it Mean to Be a Writer?

Subject: ELA Writing
Grade: 7
Name of Unit: Culminating Unit - What Does It Mean to Be a Writer?
Length of Unit: 5-6 weeks

Overview of Unit: During this unit, students will produce many different types of writing as they explore dystopias and what it takes to create a great country. The goal is deep thinking, professional writing, and productive collaboration in order to loop one last time through all major writing standards. To connect with the theme of “humanity”, students will explore how different aspects of countries (both real-world and dystopian impact the human condition.

Priority Standards for unit:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting Standards for unit:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied
conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to 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.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>a writing process</td>
<td>follow</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, style, and voice are</td>
<td>produce</td>
<td>create</td>
<td>2</td>
</tr>
</tbody>
</table>

Board Approved: January 11, 2018
| appropriate to the task, purpose, and audience | develop | create | 3 |
| writing with narrative techniques | | | |
| narratives including poems about real or imagined experiences | develop | create | 3 |
| a consistent point of view | establish | create | 3 |
| a consistent point of view | maintain | apply | 3 |
| include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details | include | create | 3 |
| writing expository techniques | develop | create | 3 |
| informative/explanatory writing | develop | create | 3 |
| a topic with relevant facts, examples, and details; relationships between ideas and supporting evidence | examine | understand | 3 |
| writing with argumentative techniques | develop | apply | 3 |
| argumentative writing | develop | create | 3 |
| a claim with clear reasons and relevant evidence | introducing | apply | 2 |
| a claim with clear reasons and relevant evidence | supporting | apply | 2 |
| counterclaims | acknowledge | apply | 2 |
| relationships between claims and supporting evidence | establish | analyze | 3 |
| research to answer a question | conduct | apply | 3 |
| relevant sources, print and digital; information using a standard citation system. | gather | apply | 3 |
| relevant information from multiple print and digital sources, | gather | apply | 3 |
| search terms effectively; the credibility and accuracy of each source | use | apply | 3 |
| the data and conclusions of others | quote | apply | 2 |
| the data and conclusions of others | paraphrase | apply | 3 |
| plagiarism | avoid | apply | 2 |
| a standard format for citation | follow | apply | 2 |

**Essential Questions:**

1. How does language influence the world?
2. How do the universal truths discovered by characters in dystopian novels influence and connect to me?
3. How can your words have an impact on the world?
**Enduring Understanding/Big Ideas:**

1. Language influences the world because of its ability to create images, inspire emotional responses, shift thinking, and draw people together in pursuit of a common goal. Language surrounds us every day and our thoughts, actions, behaviors, and feelings are largely dictated by the words we see and hear.

2. Universal truths, such as fighting for justice, self-discovery, the value of truth, etc., discovered by characters in novels influence the thinking of the audience by immersing the reader in the struggles of the characters and allowing the lessons learned by the characters to be learned by the audience as well. By examining characters in novels, we learn more about ourselves and can choose to alter our own beliefs based on what has been learned.

3. Learning to communicate effectively is powerful. When we understand how to construct words in meaningful and purposeful ways, whether in speaking or in writing, we harness the power to influence the thinking, actions, and behaviors of others.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>see Unit 1-5</td>
<td>see Unit 1-5</td>
</tr>
</tbody>
</table>

**Resources for Vocabulary Development:**

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
  - Lotus
  - Concept Map
  - Frayer Model
  - Affinity Diagram
  - Root Analysis
  - Word Mapping
Ongoing Skill Building

Standards Addressed

Priority:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions:

● Students should be used to completing conventions warm-ups a couple of times each week throughout the year:

● Link to the shared Google Drive folder -https://drive.google.com/folderview?id=0B-EYDmNL-PcflV1aEZoVnhDcG1WOURQcVB3dTNBaUp5bFBJdTg3OWdabTZsMndja2RrZIE&usp=sharing
Topic 1: Publishing Companies

*Note: Each experience in this unit is a piece of the Engaging Scenario at the end of the unit. This is designed with direct ties to the Social Studies Create Your Own Country project that is taking place at the same time. While this unit can be modified for different content or a different purpose, to put it into place, there are a few things necessary:

- Interdisciplinary CYOC Project Overview - https://docs.google.com/document/d/1lBMwowZtoNLP1puC-n-S2nhm_M5JNpvMtlnDhWXQmlk/edit?usp=sharing
- United Nations Security Council Information - https://docs.google.com/document/d/1JuktFWzzmbyswzlQmDO0U08RsdpYVcWRsyUKh8W3wByo/edit?usp=sharing
- Group Roles - https://docs.google.com/document/d/1NkawNhNqn1JEe3uDEi8uHdjinfiV_aSBfUk6AbHG3IE/edit?usp=sharing
- A Project Introduction Agenda - https://docs.google.com/document/d/1EfONepYOc6C6Atewtve4F9VL8N5fN0gb9RTA2y-1O/edit?usp=sharing

Engaging Experience 1
Title: Company Mission Statement
Suggested Length of Time: One 45-min class period
Standards Addressed

Priority:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

Detailed Description/Instructions: Before beginning your projects for this unit, your Research Team must write its own mission statement. A mission statement is a formal summary of the aims and values of a company, organization, or individual. The mission statement will be presented to your teacher for a speaking & listening assessment.

https://docs.google.com/document/d/1OmTt2ftMcZL7olktVFIMh_2_unF2i_sgOWb6D-1S5n0/edit?usp=sharing

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: Attached to the above Google Document
Engaging Experience 2
Title: Logo Creation
Suggested Length of Time: One 45-min class period
Standards Addressed

Priority:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting:
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

Detailed Description/Instructions: As a team you will need to create something to display the following:
- Team Name
- Team Mission Statement
- Team Logo

The logo & team display will be presented to your teacher for a speaking & listening assessment.


Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: Attached to the above Google Document

Engaging Experience 3
Title: Embedding Creativity into Projects (Photo Galleries)
Suggested Length of Time: Two 45-min class periods
Standards Addressed

Priority:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Your group needs to create any project that contains a thorough examination of Photo Galleries. This project will be assessed based on Creativity & Innovation.

- This project needs to have a creative title that reflects the information contained in it.
- This project may be created using any tool you choose
  - Google Presentations
  - Smore
  - Thing Links
  - Emaze
  - etc.

[https://docs.google.com/document/d/14y11aaCbaunwuurRGbgn74aYlU1ZAyZOZEWpU2rcMoU/edit?usp=sharing](https://docs.google.com/document/d/14y11aaCbaunwuurRGbgn74aYlU1ZAyZOZEWpU2rcMoU/edit?usp=sharing)
Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: Attached to the above Google Document

Engaging Experience 4
Title: Creating a Thesis-Driven Presentation (Professional Presentations)
Suggested Length of Time: Two 45-min class period
Standards Addressed

Priority:
- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instruction: Your group needs to create a thesis-driven presentation that must contain a thorough examination of elements of a professional presentation. This project will be assessed on informational writing and conventions.

○ You may use any of the following presentation tools:
  ■ Prezi
  ■ Emaze
  ■ Piktochart presentation

https://docs.google.com/document/d/17c9THg6in6AFTMKmgmEYGOWuza8CuuAGeRw2qF2ej9k/edit?usp=sharing

Bloom’s Levels: Create

Webb’s DOK: 3

Rubric: Attached to the above Google Document

Engaging Experience 5

Title: Creating a Thesis-Driven Informational Project (Landforms & Climate Zones)

Suggested Length of Time: Three to four 45-min class periods

Standards Addressed
  Priority:
  ● 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
    b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
  ● 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.
Supporting:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Your group needs to create a thesis-driven project that must contain a thorough examination of landforms & climate zones. This project will be assessed on informational writing and conventions.

https://docs.google.com/document/d/1fW17nfErQMAWFvYXaTsI-8mHPtA9_pD9YyThjoPxzlc/edit?usp=sharing

Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: Attached to the above Google Document

Engaging Experience 6
Title: Using Thesis-Driven Graphic Organizers in Informational Presentations (Natural Resources & Natural Disasters)
Suggested Length of Time: Three 45-min class periods

Board Approved: January 11, 2018
Standards Addressed

Priority:

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:

  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Your group needs to create a thesis-driven presentation using graphic organizers that must contain a thorough examination of natural resources & natural disasters and the cause & effect relationships that exist among the landforms, climate zones, natural resources, & natural disasters. This project will be assessed on informational writing and conventions.

https://docs.google.com/document/d/16cBzfZjW6aCdPW3-NFXdEYv5-HG_HCLVADu2VVin_fg/edit?usp=sharing

**Bloom’s Levels:** Create

**Webb’s DOK:** 3; **Rubric:** Attached to the above Google Document

**Engaging Experience 7**

**Title:** Creating an Engaging, Thesis-Driven Infographic (Population)

**Suggested Length of Time:** Two 45-min class period

**Standards Addressed**

*Priority:*

• 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  
  b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

• 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

*Supporting:*

• 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
  
  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  
  c. Conventions of standard English and usage: Demonstrate a command of
the conventions of standard English grammar and usage, including spelling and punctuation.

d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

● ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

● ISTE-KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

● ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Your group needs to create a thesis-driven and engaging infographic that must contain a thorough examination of population. This project will be assessed on informational writing and conventions.

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Bloom’s Levels: Create

Webb’s DOK: 3

Rubric: Attached to the above Google Document

Engaging Experience 8

Title: Creating Argumentative Thesis-Driven Video Clips (Propaganda)

Suggested Length of Time: 3 45-min class periods

Standards Addressed

Priority:

● 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

● 7.W.1.A Conduct research to answer a question; gather relevant sources, print and
digital; integrate information using a standard citation system. 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.

Supporting:

  a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Your group needs to create a series of argumentative, thesis-driven videos that contains a thorough examination of different types of propaganda, why they are used, and if they are effective. 6 different propaganda videos will be created and each video should, itself, be an example of the type of propaganda discussed in the video. This project will be assessed on argumentative writing and research.

- These VIDEOS may be created using any software you choose. Some options are:
  ○ Screencast-O-Matic http://www.screencast-o-matic.com/
Engaging Experience 9

Title: Creating a Thesis-Driven Argumentative Magazine (Government)

Suggested Length of Time: 3-4 45-min class periods

Standards Addressed

Priority:

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Your group needs to create an argumentative, thesis-driven magazine that contains a thorough examination of different types of governments, how they function, and if they are effective. This project will be assessed on argumentative writing and research.

https://docs.google.com/document/d/1zCsto7d2X0qa4BLJcMjBYxWnjnBLrcKMqm9dYHIKNOW/edit?usp=sharing

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

**Rubric:** Attached to the above Google Document

**Engaging Experience 10**

**Title:** Creating a Thesis-Driven Argumentative Flow-Chart (Economy)

**Suggested Length of Time:** Three 45-min class periods

**Standards Addressed**

**Priority:**

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
  - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

**Supporting:**
  - a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
  - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
  - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.
  - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**Detailed Description/Instructions:** Your group needs to create an argumentative, thesis-driven flow chart that contains a thorough examination of different types of economies, how they relate to different government systems, and if they are effective. This project will be assessed on argumentative writing and research.

https://docs.google.com/document/d/1kZ2GM-Xxd9i9mwEEkXojoyaBLTrGPZVzJaMgJoVzo/edit?usp=sharing

**Bloom’s Levels:** Create

**Webb’s DOK:** 3; **Rubric:** Attached to the above Google Document
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will be placed in collaborative groups (Research Teams) in order to create a series of publications based on the Engaging Experiences listed above. Publications are intended to directly relate to the Create Your Own Country project that will be occurring in Social Studies at this time. In each Research team, there is one member responsible for a Twitter account. This person is extremely active on Twitter and they are responsible for promoting the learning that is happening in their groups. Each week (or every few days in some cases) teams are tasked with researching a specific topic that the Create Your Own Country Teams will be needing in order to complete the next phase of their project. As the Research Teams are looking for information, they are supposed to be Tweeting out small bites of information as well as larger projects that will be helpful for CYOC teams.

The overview of the project as well as associated learning goals are listed below in the attached link.

*Note: If you would like to stay away from working with the Social Studies teacher or you would like to include different content, the project can be adapted to any theme with the goal of having students produce a range of styles of writing in a professional manner.

Rubric for Engaging Scenario:

- Rubrics are linked throughout the unit, but below is a link to all of the rubrics in a single location.
  - [https://docs.google.com/document/d/1Z5HxC0VYP8IfhLsdrJqQl9MEnc1JMaqG94QmmLw/edit?usp=sharing](https://docs.google.com/document/d/1Z5HxC0VYP8IfhLsdrJqQl9MEnc1JMaqG94QmmLw/edit?usp=sharing)
- The document below describes the task overview in more detail.
  - [https://docs.google.com/document/d/1tp-TKiAxGoJVrabHy6zdYLrWAoRl7qcfmu_P8zsl9T0/edit?usp=sharing](https://docs.google.com/document/d/1tp-TKiAxGoJVrabHy6zdYLrWAoRl7qcfmu_P8zsl9T0/edit?usp=sharing)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publishing Companies</td>
<td>Company Mission Statement</td>
<td>Before beginning your projects for this unit, your Research Team must write its own mission statement. A mission statement is a formal summary of the aims and values of a company, organization, or individual. The mission statement will be presented to your teacher for a speaking &amp; listening assessment.</td>
<td>1 class period</td>
</tr>
</tbody>
</table>
| Publishing Companies  | Logo Creation                   | As a team you will need to create something to display the following:  
  - Team Name  
  - Team Mission Statement  
  - Team Logo  
  The logo & team display will be presented to your teacher for a speaking & listening assessment. | 1 class period           |
<p>| Publishing Companies  | Embedding Creativity into Projects | Your group needs to create any project that contains a thorough examination of Photo Galleries. This project will be assessed based on Creativity &amp; Innovation.                                                                 | 2 class periods          |
| Publishing Companies  | Creating a Thesis-Driven Presentation | Your group needs to create a thesis-driven presentation that must contain a thorough examination of elements of a professional presentation. This project will be assessed on informational writing and conventions. | 2 class periods          |
| Publishing Companies  | Creating a Thesis-Driven Informational Project | Your group needs to create a thesis-driven project that must contain a thorough examination of landforms &amp; climate zones. This project will be assessed on informational writing and conventions. | 3 or 4 class periods     |
| Publishing Companies  | Using Thesis-Driven Graphic Organizers in Informational | Your group needs to create a thesis-driven presentation using graphic organizers that must contain a thorough examination of natural resources &amp; natural disasters and the | 3 class periods          |</p>
<table>
<thead>
<tr>
<th>Presentations</th>
<th>cause &amp; effect relationships that exist among the landforms, climate zones, natural resources, &amp; natural disasters. This project will be assessed on informational writing and conventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publishing Companies</strong></td>
<td><strong>Creating an Engaging, Thesis-Driven Infographic</strong></td>
</tr>
<tr>
<td><strong>Publishing Companies</strong></td>
<td><strong>Creating Argumentative Thesis-Driven Video Clips</strong></td>
</tr>
<tr>
<td><strong>Publishing Companies</strong></td>
<td><strong>Creating a Thesis-Driven Argumentative Magazine</strong></td>
</tr>
<tr>
<td><strong>Publishing Companies</strong></td>
<td><strong>Creating a Thesis-Driven Argumentative Flow-Chart</strong></td>
</tr>
</tbody>
</table>

Board Approved: January 11, 2018
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.