Middle School 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.

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Board Approved: June 25, 2015
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.

Priority Standards for unit:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (L.7.1)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - d. Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS.ELA-LITERACY.SL.7.1)
Supporting Standards for unit:

- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (CCSS.ELA-LITERACY.SL.7.5)
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (CCSS.ELA-LITERACY.L.7.3)
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
  - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [ ] green shirt).
  - b. Spell correctly. (7.L.2)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) (CCSS.ELA-LITERACY.W.7.5)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

<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>routinely over extended time frames</td>
<td>write</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>routinely over short time frames</td>
<td>write</td>
<td>apply</td>
<td>3</td>
</tr>
<tr>
<td>claims &amp; findings</td>
<td>present</td>
<td>understand</td>
<td>3</td>
</tr>
<tr>
<td>salient points (coherent &amp; pertinent; has facts, details, examples)</td>
<td>emphasize</td>
<td>understand</td>
<td>3</td>
</tr>
</tbody>
</table>

Board Approved: June 25, 2015
appropriate eye contact, adequate volume, and clear pronunciation | use | apply | 2
command of conventions of standard English grammar & usage in writing | demonstrate | apply | 1
command of conventions of standard English grammar & usage in speaking | demonstrate | apply | 1
collaborative discussions on grade 7 topics | engage | apply | 2
upon others’ ideas | build | evaluate | 3
ideas clearly | express | analyze | 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>
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<tbody>
<tr>
<td>research</td>
<td>conventions</td>
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<tr>
<td>reflection</td>
<td>grammar</td>
</tr>
<tr>
<td>revision</td>
<td>usage</td>
</tr>
<tr>
<td>audience</td>
<td>phrases</td>
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<tr>
<td>coherent</td>
<td>clauses</td>
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<tr>
<td>claim</td>
<td>simple sentence</td>
</tr>
<tr>
<td>collaborative</td>
<td>compound sentence</td>
</tr>
<tr>
<td>collegial</td>
<td>complex sentence</td>
</tr>
<tr>
<td>elaborate</td>
<td>modifiers</td>
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<tr>
<td>relevant</td>
<td></td>
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</tbody>
</table>

Board Approved: June 25, 2015
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
Topic 1: Communicating in a Professional Setting

Engaging Experience 1

Title: Online perception of you as a writer

Suggested Length of Time: 2 class periods (90 min)

Standards Addressed

Priority:

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.7.1)

Supporting:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) (CCSS.ELA-LITERACY.W.7.5)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)

Detailed Description/Instruction: 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.

**Note: The rubrics developed through this process should be saved by the students as they can use these same rubrics for the corresponding lesson in 8th grade.**

Board Approved: June 25, 2015
Bloom’s Levels: apply
Webb’s DOK: 1 & 3
Rubric: *To be created

**Engaging Experience 2**

**Title:** Professional Electronic Communication

**Suggested Length of Time:** 2 class periods (90 min)

**Standards Addressed**

**Priority:**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10)
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (L.7.1)

**Supporting:**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.) (CCSS.ELA-LITERACY.W.7.5)

**Detailed Description/Instruction:** 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
Webb’s DOK: 1 & 3

Board Approved: June 25, 2015
Engaging Experience 1  
Title: Presenting Knowledge & Ideas in Groups  
Suggested Length of Time: 2 class periods (90 min)  
Standards Addressed  

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

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

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: apply, evaluate, analyze  
Webb’s DOK: 2 & 3  
Rubric: To be created

Engaging Experience 2  
Title: Creating & Giving Presentations  
Suggested Length of Time: 2-3 class periods (90-120 min)  
Standards Addressed  

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

Supporting:  
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points (SL.7.5)  
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**Detailed Description/Instructions:** Presentation - Regroup students into partners that each have a different learning style. Partners will review the learning style of the opposite student and present about the learning style and why it is important. Student audience members will evaluate each other’s oral presentation skills and complete a self-assessment of their own oral presentation skills. This will guide the PDSA they will be creating in the Engaging Scenario.

**Bloom’s Levels:** understand

**Webb’s DOK:** 3

**Rubric:** To be created
Topic 3: Who am I as a writer?

Engaging Experience 1
Title: Argumentative Writing Mini-Analysis
Suggested Length of Time: 2 class periods (90 min)
Standards Addressed

Priority:

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

Supporting:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)

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 pre-made Google form (for ease and speed of grading) that requires their first and last name and 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.

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

Bloom’s Levels: apply
Webb’s DOK: 3
Rubric: *To be created

Engaging Experience 2
Title: Informational Writing Mini-Analysis
Suggested Length of Time: 2 class periods (90 min)
Standards Addressed

Priority:

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

Board Approved: June 25, 2015
Supporting:

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)

**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.

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

**Bloom’s Levels:** apply

**Webb’s DOK:** 3

**Rubric:** To be created

**Engaging Experience 3**

**Title:** Narrative Writing Mini-Analysis

**Suggested Length of Time:** 2 class periods (90 min)

**Standards Addressed**

**Priority:**

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

**Supporting:**

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7.W.4)

**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.

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

**Bloom’s Levels:** apply

**Webb’s DOK:** 3
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)
Students will complete a PDSA on their ability to communicate in a professional manner. This will include their ability to speak, listen, and write argumentatively, informatively, and narratively. Their final project should include their goals for each type of communication for the year.

**Rubric for Engaging Scenario:**
*To be created.*
<table>
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<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</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 (90 min)</td>
</tr>
<tr>
<td>1</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 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</td>
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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.

| 2 | Presenting Knowledge & Ideas In Groups | 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. | 2 class periods (90 min) |

| 2 | Creating & Giving Presentations | Presentation - Regroup students into partners that each have a different learning style. Partners will review the learning style of the opposite student and present about the learning style and why it is important. Student audience members will evaluate each other’s oral presentation skills and complete a self-assessment of their own oral presentation skills. This will guide the PDSA they will be creating in the Engaging Scenario. | 2 class periods (90 min) |

<p>| 3 | 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 pre-made Google form (for ease and speed of grading) that requires their first and last name and 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 | 2 class periods (90 min) |</p>
<table>
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<tr>
<th></th>
<th></th>
<th>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.</th>
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<tbody>
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<td></td>
<td></td>
<td>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.</td>
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<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>
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Board Approved: June 25, 2015
Unit 2: Information Literacy - Research & Critical Thinking

Subject: ELA Writing
Grade: 7
Name of Unit: Information Literacy - Research & Critical Thinking
Length of Unit: 7-8 weeks
Overview of Unit: Students will experience what it looks like to conduct relevant and ethical research in order to support informational writing.

Priority Standards for unit:

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS.ELA-LITERACY.W.7.7)

- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (W.7.9)

Board Approved: June 25, 2015
Supporting Standards for unit:
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

<table>
<thead>
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<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>informative texts to examine a topic through selection of relevant content</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>informative texts to examine a topic through organization of relevant content</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>informative texts to examine a topic through analysis of relevant content</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>informative texts to convey ideas through the analysis of relevant content</td>
<td>Write</td>
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<td>informative texts to convey concepts through the selection of relevant content</td>
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Board Approved: June 25, 2015
<table>
<thead>
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<th>Explanatory Texts</th>
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<td>to examine a topic through analysis of relevant content</td>
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<td>Apply</td>
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<td>to convey information through the analysis of relevant content</td>
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<td>Apply</td>
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Board Approved: June 25, 2015
<table>
<thead>
<tr>
<th>Organization of Relevant Content</th>
<th>Write</th>
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<tr>
<td>Explanatory Texts to Convey Information Through the Analysis of Relevant Content</td>
<td>Conduct</td>
<td>Apply</td>
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<tr>
<td>Short Research Projects to Answer a Question Drawing on Several Resources</td>
<td>Generate</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>Related Questions for Further Research &amp; Investigation</td>
<td>Generate</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>Focused Questions for Further Research</td>
<td>Generate</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>Relevant Information from Multiple Print Sources</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>Relevant Information from Multiple Digital Sources</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>Search Terms Effectively</td>
<td>Use</td>
<td>Apply</td>
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<tr>
<td>Credibility of Each Source</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Accuracy of Each Source</td>
<td>Assess</td>
<td>Evaluate</td>
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<tr>
<td>Data of Others</td>
<td>Quote</td>
<td>Evaluate</td>
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<tr>
<td>Conclusions of Others</td>
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<td>Plagiarism</td>
<td>Avoid</td>
<td>Apply</td>
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<td>Format for Citation</td>
<td>Follow</td>
<td>Apply</td>
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<tr>
<td>Evidence from Literary Texts to Support Analysis</td>
<td>Draw</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Evidence from Literary Texts to Support Reflection</td>
<td>Draw</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Evidence from Literary Texts to Support Research</td>
<td>Draw</td>
<td>Analyze</td>
<td>2</td>
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<td>Draw</td>
<td>Analyze</td>
<td>2</td>
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<td>Draw</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>Evidence from Informational Texts to Support Research</td>
<td>Draw</td>
<td>Analyze</td>
<td>2</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/explanatory</td>
<td>transitions</td>
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<tr>
<td>plagiarism</td>
<td>thesis</td>
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<tr>
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<td>claim</td>
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<tr>
<td>reliable</td>
<td>citation</td>
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<tr>
<td>relevant</td>
<td>paraphrase</td>
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<td>research</td>
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<tr>
<td>analysis</td>
<td></td>
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<tr>
<td>reflection</td>
<td></td>
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<tr>
<td>evaluate</td>
<td></td>
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<tr>
<td>search terms</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

Board Approved: June 25, 2015
Engaging Experience 1
Title: What does great research look like?
Suggested Length of Time: 3-4 45 min class periods
Standards Addressed

Priority:
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)

Supporting:
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

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
Rubric: To be created

Engaging Experience 2
Title: Giving Credit Where Credit is Due
Suggested Length of Time: 4 45 min class periods
Standards Addressed

Priority:
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)
**Detailed Description/Instructions:** Students will complete a webquest 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

**Rubric:** To be created

**Engaging Experience 3**

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

**Suggested Length of Time:** 5 45 min class periods

**Standards Addressed**

*Priority:*

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS.ELA-LITERACY.W.7.7)

*Supporting:*

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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.

**Bloom’s Levels:** Apply, Evaluate

**Webb’s DOK:** 1, 2, 4

**Rubric:** To be created

Board Approved: June 25, 2015
Engaging Experience 1
Title: Purpose of Informational Writing
Suggested Length of Time: 2-3 45 min class periods
Standards Addressed

**Priority:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**Detailed Description/Instructions:** Students will brainstorm a list of “top jobs” that meet one of the following criteria: 1) Jobs that make people the happiest 2) Jobs that make the most money 3) Jobs that bring the most recognition. Students will then identify as many examples of informational writing as they can that are critical for each job. Students will examine these types of writing and will ultimately create a 6 word memoir that answers the question “Why is informational writing essential in the work place?”

**Bloom’s Levels:** Analyze
**Webb’s DOK:** 2
**Rubric:** To be created

Engaging Experience 2
Title: Building a Thesis Statement
Suggested Length of Time: 4 45 min class periods
Standards Addressed

**Priority:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Supporting:**

Board Approved: June 25, 2015
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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
**Webb’s DOK:** 4
**Rubric:** To be created

**Engaging Experience 3**
**Title:** Planning for Informational Writing

**Suggested Length of Time:** 5-7 45 min class periods

**Standards Addressed**

**Priority:**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Supporting:**
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)
- Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3)

**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 boards.

Board Approved: June 25, 2015
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.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 3  
**Rubric:** To be created

**Engaging Experience 4**  
**Title:** Writing an Informational Piece  
**Suggested Length of Time:** 5-7 45 min class periods  
**Standards Addressed**

**Priority:**  
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**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:** Apply  
**Webb’s DOK:** 3  
**Rubric:** To be developed

Board Approved: June 25, 2015
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The company you work for is struggling. They are in need of a new product or service that will boost sales and catapult them back toward the top of the market. As the newest member of the team, you know how important it is to present a viable idea that is creative, innovative, and research-based in order to keep your job. Your goal is to develop the top product or service for your company. In order to do this, you will develop a product or service that fulfills a need (one that people will pay to have met!). Research in multiple areas (needs assessment, marketing, pricing, etc.) will need to be conducted in order to justify your decisions. Your boss has requested a written report of your proposal as well as a short presentation you will give to the company’s investment team. The investment team will listen to each presentation and determine whether they will fund or reject your proposal. Your product or service must be clearly explained and presented in an objective manner, supported through specific and documented research, and must prove how it fulfills a need.

Rubric for Engaging Scenario: https://docs.google.com/document/d/1llDkn3XKXTmZ-u4gBTIMUd-Olsq_Cuzle4RxDWm5Vhk/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>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 45 min class periods</td>
</tr>
<tr>
<td>Research</td>
<td>Giving Credit Where Credit is Due</td>
<td>Students will complete a webquest 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 45 min 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 45 min class periods</td>
</tr>
<tr>
<td><strong>Informational Writing</strong></td>
<td><strong>Purpose of Informational Writing</strong></td>
<td>**Students will brainstorm a list of “top jobs” that meet one of the following criteria: 1) Jobs that make people the happiest 2) Jobs that make the most money 3) Jobs that bring the most recognition. Students will then identify as many examples of informational writing as they can that are critical for each job. Students will examine these types of writing and will ultimately create a 6 word memoir that answers the question “Why is informational writing essential in the work place?”</td>
<td><strong>2-3 45 min class periods</strong></td>
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</tr>
<tr>
<td><strong>Informational Writing</strong></td>
<td><strong>Building a Thesis Statement</strong></td>
<td><strong>Students will select a topic for their upcoming informational essay.</strong></td>
<td><strong>4 45 min class periods</strong></td>
</tr>
<tr>
<td><strong>Informational Writing</strong></td>
<td><strong>Planning for Informational Writing</strong></td>
<td><strong>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</strong></td>
<td><strong>5-7 45 min class periods</strong></td>
</tr>
</tbody>
</table>

Board Approved: June 25, 2015
strips. Students will then conference with each other and the teacher in order to determine if their order is logical and their evidence relevant.

| Informational Writing | Writing an Informational Piece | 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. | 5-7 45 min class periods |

Board Approved: June 25, 2015
Unit 3: Elements of Literature

Subject: ELA Writing
Grade: 7
Name of Unit: Elements of Literature
Length of Unit: 4-5 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.

Priority Standards for unit:
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  ○ a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  ○ b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  ○ c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  ○ d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  ○ e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS.ELA-LITERACY.W.7.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  ○ a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  ○ b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  ○ c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (L.7.5)

Supporting Standards for unit:
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (RL.7.9)

Board Approved: June 25, 2015
• Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS.ELA-LITERACY.SL.7.5)
• Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

<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>narratives to develop real experiences</td>
<td>Write</td>
<td>Create</td>
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</tr>
<tr>
<td>narratives to develop real events</td>
<td>Write</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>narratives to develop imagined experiences</td>
<td>Write</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>narratives to develop imagined events</td>
<td>Write</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>effective technique</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>relevant descriptive details</td>
<td>Use</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>well-structured event sequences</td>
<td>Use</td>
<td>Apply</td>
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</tr>
<tr>
<td>understanding of figurative language</td>
<td>Demonstrate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>understanding of word relationships</td>
<td>Demonstrate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>understanding of nuances in word meanings</td>
<td>Demonstrate</td>
<td>Understand</td>
<td>2</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.

Board Approved: June 25, 2015
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
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<tr>
<td>relevant</td>
<td>narrative</td>
</tr>
<tr>
<td>sequence</td>
<td>point of view</td>
</tr>
<tr>
<td>transitions</td>
<td>dialogue</td>
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<tr>
<td>precise</td>
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<td>connotation</td>
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<td>denotation</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

Board Approved: June 25, 2015
Topic 1: Developing an Engaging Narrative

Engaging Experience 1
Title: Analyzing Narrative Techniques
Suggested Length of Time: 5 45 min class periods

Standards Addressed

Priority:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting:

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

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, “A Sound of Thunder” by Ray Bradbury

Bloom’s Levels: Apply & Analyze
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 2
Title: Analyzing Point of View & Author’s Purpose
Suggested Length of Time: 2 45 min class periods

Standards Addressed

Priority:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3)
● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting:
● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)

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_QDBXEeWEiQDgBLf4R9Y/edit?usp=sharing

Bloom’s Levels: Apply & Analyze
Webb’s DOK: 2 & 3
Rubric: To be created

Engaging Experience 3
Title: Analyzing Language
Suggested Length of Time: 2-3 45 min class periods
Standards Addressed

Priority:
● Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3)
● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting:
● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)

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 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?

Board Approved: June 25, 2015
Bloom’s Levels: Apply, Analyze
Webb’s DOK: 2 & 3
Rubric: To be created

Engaging Experience 4
Title: Planning for a Narrative
Suggested Length of Time: 2-3 45 min class periods
Standards Addressed

Priority:
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W.7.3)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting:
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)

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_pMLHs23ZltdLoIP2cyWzW7vq8-LaET8/edit?usp=sharing

Bloom’s Levels: Apply and Create
Webb’s DOK: 2
Rubric: To be created
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/1lYzPyJSFv-9W1BQhO6W4ZfNqBFUP4VhL18Klf9Yq1x0/edit?usp=sharing

Board Approved: June 25, 2015
<table>
<thead>
<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>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-t” by Shinichi Hochi, “A Sound of Thunder” by Ray Bradbury</td>
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</tr>
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<td>Planning for a Narrative</td>
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<td>2-3 45 min class periods</td>
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</table>
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.

Priority Standards for unit:
- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL. 7.5)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; as it relates to poetry (rhyme and repetition), stories or drama. (RL.7.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Supporting Standards for unit:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (SL.7.5)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Board Approved: June 25, 2015
<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>
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<td>understanding of figurative language in word meanings</td>
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<td>Understand</td>
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<td>understanding of nuances in word meanings</td>
<td>Demonstrate</td>
<td>Understand</td>
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**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?

Board Approved: June 25, 2015
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:

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<td>analyze</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

Board Approved: June 25, 2015
Engaging Experience 1
Title: A Picture is Worth 1,000 Words
Suggested Length of Time: 2-3 45 min class periods

Standards Addressed

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

Supporting:
● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)
● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

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
Rubric: To be created

Board Approved: June 25, 2015
Engaging Experience 2
Title: Words that Pack a Punch
Suggested Length of Time: 2-3 45 min class periods
Standards Addressed

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

Supporting:
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

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: Understand & Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 3
Title: Quotes to Live By
Suggested Length of Time: 2 class periods
Standards Addressed

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

Supporting:
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)

Board Approved: June 25, 2015
Detailed Description/Instructions: Students will be given a series of quotes (3-5) to analyze. These can be with regard to a particular theme or may address issues the students are facing (either self-chosen or teacher-chosen such as motivation, perseverance, etc.). Students will be responsible for analyzing the meaning of the quotes and attaching an image that they believe communicates a similar message. Students must justify their analysis and picture choice through evidence both from the poem and from content covered in the unit so far.

Bloom’s Levels: Apply & Analyze
Webb’s DOK: 2
Rubric: To be created

Board Approved: June 25, 2015
Engaging Experience 1
Title: Spoken Word Poetry
Suggested Length of Time: 2 45 min class periods

Standards Addressed

Priority:
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; as it relates to poetry (rhyme and repetition), stories or drama. (RL.7.4)

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

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
Rubric: To be created

Board Approved: June 25, 2015
Engaging Experience 2
Title: The impact of poetry on images and emotions
Suggested Length of Time: 2 45 min class periods
Standards Addressed

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

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

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: Understand
Webb’s DOK: 2
Rubric: To be created

Board Approved: June 25, 2015
Engaging Experience 1
Title: Elements of Poetry & Poetic Structure
Suggested Length of Time: 2 45 minute class periods
Standards Addressed
Priority:
- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL. 7.5)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; as it relates to poetry (rhyme and repetition), stories or drama. (RL.7.4)

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
Rubric: To be created.

Engaging Experience 2
Title: Types of Poetry
Suggested Length of Time: 1 45 min class period
Standards Addressed
Priority:
- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL. 7.5)

Supporting:

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
Rubric: To be created.

Board Approved: June 25, 2015
Engaging Experience 3
Title: Poetry Analysis
Suggested Length of Time: 2-3 45 minute class periods
Standards Addressed

Priority:
- Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL. 7.5)
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; as it relates to poetry (rhyme and repetition), stories or drama. (RL.7.4)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Supporting:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

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?

Board Approved: June 25, 2015
- 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

Board Approved: June 25, 2015
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/1PkeBV5_w0hn7j2-PsaFweKV3eIG9e-O1HrhC4WAF8OY/edit?usp=sharing

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<table>
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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>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 3-45 min class periods</td>
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<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 3-45 min class periods</td>
</tr>
<tr>
<td>Analysis</td>
<td>Quotes to Live By</td>
<td>Students will be given a series of quotes (3-5) to analyze. These can be with regard to a particular theme or may address issues the students are facing (either self-chosen or teacher-chosen such as motivation, perseverance, etc.). Students will be responsible for analyzing the meaning of the quotes and attaching an image that they believe communicates a similar message. Students must justify their analysis and picture choice through evidence both from the poem and from content covered in the unit so far.</td>
<td>2-45 min class periods</td>
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</table>

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| The Power of Language in Poetry | Spoken Word Poetry | 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. | 2-45 min class periods |

| 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 | 2-45 min class periods |

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<table>
<thead>
<tr>
<th>Poetic Structure Analysis</th>
<th>Elements of Poetry &amp; Poetic Structure</th>
</tr>
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<tbody>
<tr>
<td>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 &amp; repetition) in poetry, students will be asked to take 2 poems of choice and identify the different elements of poetry and poetic structure.</td>
<td>2-45 minute class periods</td>
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<thead>
<tr>
<th>Poetic Structure Analysis</th>
<th>Types of Poetry</th>
</tr>
</thead>
</table>
| 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? | 1-45 min class period |

<table>
<thead>
<tr>
<th>Poetic Structure Analysis</th>
<th>Poetry Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>2 or 3-45 min class periods</td>
</tr>
</tbody>
</table>
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.

Priority Standards for unit:
- Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented. (W.7.1)
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)

Supporting Standards for unit:
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Board Approved: June 25, 2015
Unwrapped Concepts (Students need to know)

<table>
<thead>
<tr>
<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>arguments to support claims with clear reasons</td>
<td>Write</td>
<td>Evaluate</td>
</tr>
<tr>
<td>arguments to support claims with relevant evidence</td>
<td>Write</td>
<td>Evaluate</td>
</tr>
<tr>
<td>claims &amp; findings</td>
<td>present</td>
<td>understand</td>
</tr>
<tr>
<td>salient points (coherent &amp; pertinent; has facts, details, examples)</td>
<td>emphasize</td>
<td>understand</td>
</tr>
<tr>
<td>appropriate eye contact, adequate volume, and clear pronunciation</td>
<td>use</td>
<td>apply</td>
</tr>
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</table>

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>
<td>claim</td>
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<tr>
<td>support</td>
<td>counterclaim</td>
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<tr>
<td>reasoning</td>
<td>formal style</td>
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<tr>
<td>relevant evidence</td>
<td>salient points</td>
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<tr>
<td>logic</td>
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<tr>
<td>opposing</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

Board Approved: June 25, 2015
Topic 1: A Review of the Basics

Engaging Experience 1
Title: Research Review
Suggested Length of Time: 1 45 min class period

Standards Addressed

Priority:

- Write arguments to support claims with clear reasons and relevant evidence.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: 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. The video & questions will include:

- Review of quality sources - What are some examples and nonexamples of good sources?
- Review of effective search terms - Given a specific topic, what search terms would be the most effective in finding quality information?
- Review of using Microsoft Word to cite sources - What would the citation be for a specific website?
- Review of 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
Rubric: To be created

Board Approved: June 25, 2015
Engaging Experience 2
Title: Text Structures in Argumentation
Suggested Length of Time: 1-2 45 min class periods
Standards Addressed
  Priority:
  ● Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)
  Supporting:
  ● Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Detailed Description/Instructions: After completing a unit on text structure in Reading, students will be given a series of argumentative topics to determine what type of text structure would be most effective in persuading the audience to agree with the author’s position. Argumentative topics should be real-world in nature and students should defend their reasoning with evidence from what they have learned about text structure as well as what they know of the scenario they were given. *Note: A handout may need to be given to Bridges or ELL students to reference the different types of text structures since they will not have had direct instruction on the topic.
Bloom’s Levels: Apply
Webb’s DOK: 2
Rubric: To be created

Engaging Experience 3
Title: What is the purpose of argumentative writing?
Suggested Length of Time: 3-4 45 min class periods
Standards Addressed
  Priority:
  ● Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)
  Supporting:
  ● Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Detailed Description/Instructions: Students will read 2 different argumentative pieces (for example: a paper on celebrating Columbus Day or Is space exploration worth the cost?). 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 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.

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*Note: This piece will be 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

**Rubric:** To be create

Board Approved: June 25, 2015
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.

**Note: For these experiences, teachers may choose to do this on paper, using an online design program, or may use actual building materials. The lessons are designed for the use of physical materials, but may be modified in other ways.

- Needed materials:
  - Shoe boxes (for each individual student or group of students)
  - Popsicle sticks (supporting claims)
  - Toothpicks (represent supporting evidence)
  - Marshmallows (representing ideas/evidence that connects together)
  - Construction paper (represents the thesis statement)
  - Paper clips (weight of the thesis statement)

Engaging Experience 1

Title: Thesis Creation

Suggested Length of Time: 4 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: 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 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.

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.

**Bloom’s Levels:** Apply  
**Webb’s DOK:** 4  
**Rubric:** To be created

**Engaging Experience 2**  
**Title:** Supporting Claims  
**Suggested Length of Time:** 2-3 45 min class periods  
**Standards Addressed**

*Priority:*

- Write arguments to support claims with clear reasons and relevant evidence.  
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

*Supporting:*

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

**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 will then receive their own “building” materials and based on the position students took for their thesis statement, students will develop 3-5 claims that they believe support their position on a sheet of paper. For each claim, students will work in pairs to determine how strong the claim is and will write their best claims on their building materials in an attempt to build their case for their thesis (Thesis is created out of construction paper and given paper clips to add weight depending on its strength). After supporting claims have been built, students will return to their research and fill in gaps in their model with relevant evidence that supports each supporting claim (toothpicks that are color-coded to correspond to each source). If students can connect pieces of evidence together, then marshmallows may be added to show the linkage. The end result should be a partial outline (or build model) with a thesis, supporting claims, and relevant evidence.

**Bloom’s Levels:** Create  
**Webb’s DOK:** 2  
**Rubric:** To be created

Board Approved: June 25, 2015
**Engaging Experience 3**
**Title:** Counterclaims
**Suggested Length of Time:** 2-3 45 min class periods

**Standards Addressed**

*Priority:*
- Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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

**Detailed Description/Instructions:** Now that students have constructed their own model 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” (shoe boxes) around their argument model that will prevent the opposition from wrecking 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

**Rubric:** To be created

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**Engaging Experience 4**
**Title:** Introduction & Conclusions
**Suggested Length of Time:** 2-3 45 min class periods

**Standards Addressed**

*Priority:*
- Write arguments to support claims with clear reasons and relevant evidence.
○ a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
○ c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
○ e. Provide a concluding statement or section that follows from and supports the argument presented.

Supporting:

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

Detailed Description/Instructions: After the model has been completed, students will need to construct 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 (no additions to the model unless desired) based on the models 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
Rubric: To be created
Engaging Experience 1
Title: The Importance of Language
Suggested Length of Time: 2-3 45 min class periods

Standards Addressed

Priority:
- Write arguments to support claims with clear reasons and relevant evidence.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)

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

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
Rubric: To be created
Engaging Experience 2
Title: Where does emotion belong?
Suggested Length of Time: 2-3 45 min class periods
Standards Addressed

Priority:
- Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4)

Detailed Description/Instructions: Have students watch 2 different Ted Talks 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
Rubric: To be created

Board Approved: June 25, 2015
Engaging Scenario

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

Option #1: Students will compose an essay that takes a clear position on a modern-day issue (like globalization or human rights), acknowledging and refuting any counterclaims while proving the validity of their own position.

Option #2: Students will participate in a debate tournament based on the desired modern-day topic (globalization, human rights, etc.). Students will follow standard debate format, focusing on taking a clear stance through a thesis, supporting their thinking through supporting claims and relevant evidence, acknowledging counter claims, and making final comments to summarize their position.

Author Notes: Argumentative writing and speaking are essential skills, and therefore are included as separate culminating engaging scenarios. These may be done on their own, back to back, or in an order the teacher chooses depending on the focus (for stronger writing, the debate would come first; for a stronger debate, the writing would come first). It is possible to work with the Social Studies teacher on your team during this scenario as they are completing a globalization unit at the same time. The assessment for Social Studies is an argumentative essay specific to globalization, so one option is to have students write 1 essay that is graded by both ELA & SS teachers - ELA for argumentative qualities and SS for globalization content.

Rubric for Engaging Scenario:
Student debate rubric: https://docs.google.com/document/d/18Xq75ThuUCV-yIQ8vCfjFcTuGVf9yPAFgS1Qh2JgWno/edit?usp=sharing
Teacher scoring rubric: https://docs.google.com/document/d/1se5uQipB5Nz62-mS29jb60Djm3KS4JXppEQAXP1TFJg/edit?usp=sharing

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<tr>
<td>A Review of the Basics</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>1-45 min class period</td>
</tr>
<tr>
<td>A Review of the Basics</td>
<td>Text Structures in Argumentation</td>
<td>After completing a unit on text structure in Reading, students will be given a series of argumentative topics to determine what type of text structure would be most effective in persuading the audience to agree with the author’s position. Argumentative topics should be real-world in nature and students should defend their reasoning with evidence from what they have learned about text structure as well as what they know of the scenario they were given. *Note: A handout may need to be given to Bridges or ELL students to reference the different types of text structures since they will not have had direct instruction on the topic</td>
<td></td>
</tr>
<tr>
<td>A Review of the Basics</td>
<td>What is the purpose of argumentative writing?</td>
<td>Students will read 2 different argumentative pieces (for example: a paper on celebrating Columbus Day or Is space exploration worth the cost?). 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 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 4-45 min class periods</td>
</tr>
<tr>
<td>Building a Successful Argument</td>
<td>Thesis Creation</td>
<td>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 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.</td>
<td>4-45 min class periods</td>
</tr>
<tr>
<td>Supporting Claims</td>
<td>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 will then receive their own “building” materials and based on the position students took for their thesis statement, students will develop 3-5 claims that they believe support their position on a sheet of paper. For each claim, students will work in pairs to determine how strong the claim is and will write their best 2 or 3-45 min class periods</td>
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</table>

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| Building a Successful Argument | Counterclaims | Now that students have constructed their own model 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” (shoe boxes) around their argument model that will prevent the opposition from wrecking 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. | 2 or 3-45 min class periods |
| Introduction and Conclusions | After the model has been completed, students will need to construct an introduction and a conclusion for their argument. Mini-lessons will be provided regarding the necessary... | 2 or 3-45 min class periods |
components of each, and students will
draft an introduction and a conclusion
(no additions to the model unless
desired) based on the models 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.

| Argumentative Pieces of Flare | The Importance of Language | 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. | 2 or 3-45 min class periods |
| Argumentative Pieces of Flare | Where does emotion belong? | Have students watch 2 different Ted Talks 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 | 2 or 3-45 min class periods |

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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.
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.

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

Supporting Standards for unit:
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS.ELA-LITERACY.W.7.3)
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style.
  - f. Provide a concluding statement or section that follows from the information or explanation presented.
- Write arguments to support claims with clear reasons and relevant evidence.

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a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-LITERACY.W.7.1)

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  a. Explain the function of phrases and clauses in general and their function in specific sentences.
  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* (L.7.1)

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

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

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

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

<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>routinely over extended time frames for a range of discipline-specific tasks</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>routinely over extended time frames for a range of discipline-specific purposes</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>routinely over extended time frames for a range of discipline-specific audiences</td>
<td>Write</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

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routinely over shorter time frames for a range of discipline-specific tasks | Write | Apply | 3
---|---|---|---
routinely over shorter time frames for a range of discipline-specific purposes | Write | Apply | 3
routinely over shorter time frames for a range of discipline-specific audiences | Write | Apply | 3

**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
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_M5JNpvMtlhDhWXQmlk/edit?usp=sharing
- United Nations Security Council Information - https://docs.google.com/document/d/1JuktFWzzmbyswzlQmD0U8RsdpVVyeWRsyUKh8W3wByo/edit?usp=sharing
- Group Roles - https://docs.google.com/document/d/1NkwNqn1JEe3uDEi8uHdjinfiV_aSBfUk6AbHG3IE/edit?usp=sharing
- A Project Introduction Agenda - https://docs.google.com/document/d/1EfONepY0c6C6Atetvteq4I9VL8N5fN0hgb9RTA2y-I0U/edit?usp=sharing

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

Standards Addressed

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

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

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

Board Approved: June 25, 2015
Engaging Experience 2
Title: Logo Creation
Suggested Length of Time: 1 45 min class period
Standards Addressed

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

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

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. [link]

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: 2 45 min class periods
Standards Addressed

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

Supporting:
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)

Board Approved: June 25, 2015
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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/14y11aaCbaunwuurRGbg74aYIUIZAyZOZEWpU2rcMoU/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:** 2 45 min class period

**Standards Addressed**

**Priority:**

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

**Supporting:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Board Approved: June 25, 2015
Detailed Description/Instructions: 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/17c9THg6in6AFTMKmgmEVGOVuza8CuuAGeRw2qF2e9k/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: 3-4 45 min class periods

Standards Addressed

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

Supporting:
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

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/1fWl7nfErQMAWFvYXaTqJ-8mHPtA9_pD9YyThjoPxzlc/edit?usp=sharing

Bloom’s Levels: Create

Board Approved: June 25, 2015
Engaging Experience 6
Title: Using Thesis-Driven Graphic Organizers in Informational Presentations (Natural Resources & Natural Disasters)
Suggested Length of Time: 3 45 min class periods
Standards Addressed

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

Supporting:
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

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: 2 45 min class period
Standards Addressed

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

**Supporting:**

● Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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.

https://docs.google.com/document/d/1vebX4pCIQVgg-xRlh_BR3ZTyI7fofNA9WuvolssAvA/edit?usp=sharing

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

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**Engaging Experience 8**

**Title:** Creating Argumentative Thesis-Driven Video Clips (Propaganda)  
**Suggested Length of Time:** 3 45 min class periods  
**Standards Addressed**

**Priority:**

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

**Supporting:**

● Write arguments to support claims with clear reasons and relevant evidence.
● Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)
● Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)

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Board Approved: June 25, 2015
● Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
● Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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:
  - WeVideo
  - PowToon
  - YouTube

[https://docs.google.com/document/d/1H0cSnDjho23nqWYdXbEQRbtEfWy_dx3D_8GKcJfaldo/edit?usp=sharing](https://docs.google.com/document/d/1H0cSnDjho23nqWYdXbEQRbtEfWy_dx3D_8GKcJfaldo/edit?usp=sharing)

**Bloom’s Levels:** Create

**Webb’s DOK:** 3

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

**Engaging Experience 9**

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

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

**Standards Addressed**

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

**Supporting:**
- Write arguments to support claims with clear reasons and relevant evidence.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)

Board Approved: June 25, 2015
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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/1zCsto7d2X0qa4BLJcMjBYxWnjnBLrcKMcqm9dYHIKNQw/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:** 3 45 min class periods

**Standards Addressed**

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

**Supporting:**
- Write arguments to support claims with clear reasons and relevant evidence.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (W.7.7)
- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

**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-Xxd9i9mwEEkXoj0yoaBLTrGPZVzJa-MgJoVzo/edit?usp=sharing

Board Approved: June 25, 2015
Bloom’s Levels: Create
Webb’s DOK: 3
Rubric: Attached to the above Google Document

Board Approved: June 25, 2015
Engaging Scenario

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/1Z5HxC0VYP8IfIhlLsdrJqQlIgEO9MEnc1JMaqG94QmmLw/edit?usp=sharing](https://docs.google.com/document/d/1Z5HxC0VYP8IfIhlLsdrJqQlIgEO9MEnc1JMaqG94QmmLw/edit?usp=sharing)
- The document below describes the task overview in more detail.
  - [https://docs.google.com/document/d/1tp-TKiAxGoJVrabHy6zdYLrWAoRI7qcfmu_P8zl9T0/edit?usp=sharing](https://docs.google.com/document/d/1tp-TKiAxGoJVrabHy6zdYLrWAoRI7qcfmu_P8zl9T0/edit?usp=sharing)

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<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>1-45 min 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.                                                                                             | 1-45 min 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.                                                      | 2-45 min 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. | 2-45 min 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 4-45 min class periods |</p>
<table>
<thead>
<tr>
<th>Publishing Companies</th>
<th>Using Thesis-Driven Graphic Organizers in Informational Presentations</th>
<th>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 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>
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<td>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.</td>
<td>2-45 min class periods</td>
</tr>
<tr>
<td>Publishing Companies</td>
<td>Creating Argumentative Thesis-Driven Video Clips</td>
<td>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.</td>
<td>3-45 min class periods</td>
</tr>
<tr>
<td>Publishing Companies</td>
<td>Creating a Thesis Driven Argumentative Magazine</td>
<td>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.</td>
<td>3 or 4-45 min class periods</td>
</tr>
<tr>
<td>Publishing Companies</td>
<td>Creating a Thesis-Driven Argumentative Flow-Chart</td>
<td>Your group needs to create an argumentative, thesis-driven flow chart that contains a thorough examination of different types of</td>
<td>3-45 min class periods</td>
</tr>
</tbody>
</table>

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economies, how they relate to different government systems, and if they are effective. This project will be assessed on argumentative writing and research.
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.

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