

Theme/Unit:		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources											
<p>The Outsiders</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>-Social stereotyping-society and class</li> <li>-People are the same, no matter where they come from</li> <li>-Isolation</li> <li>-Loyalty</li> </ul>	Reading Outcomes	<p>*RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Comparing the text to the movie version</p> <p>T-charts</p> <p>Character analysis</p> <p>Class Discussion</p> <p>Graphic organizers</p> <p>Journaling</p> <p>Essay Writing</p> <p>Oral debates</p>	<p>Instructional Resources</p> <p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts:</p> <p>Novel: The Outsiders</p> <p><i>Shift 1: Balance of Informational and Literacy Text</i></p>											
<p>Assessments:</p> <p>Formative – During Unit:</p> <ul style="list-style-type: none"> <li>Journaling</li> <li>Quizzes</li> <li>Essays</li> <li>Group discussions</li> <li>Self reflection</li> </ul> <p>Summative – End of Unit:</p> <ul style="list-style-type: none"> <li>Unit Test</li> </ul> <p>Presentation:</p> <ul style="list-style-type: none"> <li>Powerpoint and oral presentation</li> </ul>	Writing Outcomes	<p>*W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>*W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Literature Based Writing:</p> <ul style="list-style-type: none"> <li>Essays on Characters</li> <li>Hero essay</li> </ul> <p>Compare/contrast essay on video and text</p> <p>Combined Lit and Info Based Writing:</p> <p>Informational Writing:</p> <ul style="list-style-type: none"> <li>Journal responses based on informational articles</li> </ul>	Poetry	<p><i>Shift 5: Writing from Sources</i></p> <p><i>Nothing Gold Can Stay</i></p> <p><i>Richard Cory</i></p>										
<p>Prior Knowledge:</p> <p><a href="http://www.history.com/topics/1960s">http://www.history.com/topics/1960s</a></p> <p>Friendship</p> <p>Identity</p> <p>Loyalty</p> <p>Gang warfare</p>	Language/Listening and Speaking	<p>SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Oral power point presentation</p>	Informational	<p><i>Shift 2: Knowledge of Disciplines</i></p> <p>“From Gang Life to Grad School”</p> <p>“For Many Latina Teens, Gang Live Adds to Stress”</p> <p>Tier 2 Academic Vocabulary</p> <table border="0"> <tr> <td>Novel</td> <td>conflict</td> </tr> <tr> <td>Point of view</td> <td>stereotyping</td> </tr> <tr> <td>Characters</td> <td>characterization</td> </tr> <tr> <td>Author</td> <td>resolution</td> </tr> <tr> <td>setting</td> <td></td> </tr> </table> <p>Tier 3 Content Vocabulary</p> <p>See Unit Vocab.</p>	Novel	conflict	Point of view	stereotyping	Characters	characterization	Author	resolution	setting	
Novel	conflict														
Point of view	stereotyping														
Characters	characterization														
Author	resolution														
setting															

Theme/Unit: 7.2		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources	
Figurative Language/Poetry  Enduring Understandings:  -Figurative Language creates different effects in writing and a reader's comprehension -Different Points of View are expressed in poetry -Relationships between particular words can be used to better understand each of the words -Poetry fosters personal expression -It is necessary to interpret figures of speech in context for understanding and comprehension	Reading Outcomes	*RL.6 poetry Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures. *L5 (relationships between words) Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning RL.4 reading poetry Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Class discussion Modeling Visual- charts Venn diagram Reading poetry aloud and silently Practice questions Analyzing poetry in small groups Students will create figurative language power points Listening to and validating other students' ideas and opinions.	Central Grade Appropriate Texts:  <i>Shift 3: Staircase of Text Complexity</i>	
Assessments:  Formative – During Unit: Quizzes Tests Essays Journaling Poetry projects Self-assessments  Summative – End of Unit:  Unit Test Power Point presentation	Writing Outcomes	W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences	Literature Based Writing:  Analysis of the Highwayman Poetry Response Forms Writing original similes, metaphors, and personifications  Combined Lit and Info Based Writing: <i>The Fossil Raindrops</i>	Literature	<i>Shift 1: Balance of Informational and Literacy Text</i> <i>Bury Me Not on the Lone Prairie</i> <i>The Highwayman</i> <i>The Glove and the Lions</i> <i>The Sea Wind</i> <i>The Evening Comes</i> <i>I Wandered Lonely as a Cloud</i>
Prior Knowledge: Students have been working with poetry and figurative language every year prior to grade 7. Students will take a pre-test to assess prior knowledge.	Language/Listening and Speaking	SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.  SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Poetry	<i>Shift 5: Writing from Sources</i> Students will write ideas, journals and responses based on our discussions of individual poems.  Response to essay on Haiku Response to <i>The Fossil Raindrops</i> Response to <i>I Wandered Lonely as a Cloud</i>
				Informational	<i>Shift 2: Knowledge of Disciplines</i> Tier 2 – Academic Vocabulary Figurative Language Literal Language Poetry Response  Tier 3 – Content Vocabulary  stanza            narrative Poetry    onomatopoeia imagery        lyrical Poetry        hyperbole rhythm         simile                idiom free verse      metaphor sonnet    rhyme personification alliteration
				Focus Vocabulary	<i>Shift 6: Academic Vocabulary</i>

<p>Theme/Unit: Mythology</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> <li>-mythology helped societies explain the creation of the natural world</li> <li>-mythology was used to explain natural phenomena</li> <li>-mythology gave story form to ancient religious practices</li> <li>-mythology was used to teach moral lessons</li> <li>-mythology was used to explain history</li> <li>-mythology expresses the deepest hopes and fears of the human race</li> <li>-many of our words come from mythology</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p>	<p>Instructional Resources</p> <p><i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts:</p>											
<p>RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2* Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p> <p>RI.3* Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>		<p>Class discussion Modeling Visual- charts Venn diagram Reading myths aloud and silently Practice questions Analyzing myths in small groups Mythology dramas Individual Research for projects</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literature</p>	<p><i>Shift 1: Balance of Informational and Literacy Text</i></p> <p>Myths: The Oak and The Linden The Beginning Zeus and Hera Athena's Gift Bausis and Philemon The Tale of Erysichthon Aphrodite Hades, The Underworld and Its Lord Phaeton's Wish Orpheus Echo and Narcissus Dramas</p>											
<p>Assessments:</p> <p>Formative – During Unit: Quizzes Tests Essays Journaling Mythology projects Self-assessments Research Paper</p> <p>Summative – End of Unit:  Unit Test Research Paper</p> <p>Presentation:</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Outcomes</p>	<p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>		<p>Literature Based Writing:  Essays analyzing myths</p> <p>Combined Lit and Info Based Writing:  Research paper on a mythological paper</p> <p>Informational Writing:  Research paper on a mythological character</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Shift 5: Writing from Sources</i></p>	<p>Mythological Poems www.blackcatpoems.com</p>									
<p>Prior Knowledge:</p> <p>Discuss mythology that students already know Ex. Clash of the Titans, Percy Jackson, Prior Social Studies Lessons</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Language/Listening and Speaking</p>	<p>*L5 relationships between words</p> <p>L.1 A-E 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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Modern day words come from mythology- worksheet Many myths pose moral and ethical dilemmas, students will debate and discuss these on a regular basis.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Focus Vocabulary</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Shift 6: Academic Vocabulary</i></p>	<p>Tier 2 – Academic Vocabulary</p> <table border="0"> <tr><td>Myth</td><td>Homer</td></tr> <tr><td>Demi-god</td><td>oral tradition</td></tr> <tr><td>Hero</td><td>interpretation</td></tr> <tr><td>Conflict</td><td>displace</td></tr> <tr><td>Phenomenon</td><td>prophecy</td></tr> </table> <p>Tier 3 – Content Vocabulary</p> <p>Mythology Underworld Charon Creation Myths Names and identifying symbols of each god and goddess Caduceus *Every myth has it's own vocabulary section that students complete individually.</p>	Myth	Homer	Demi-god	oral tradition	Hero	interpretation	Conflict	displace	Phenomenon
Myth	Homer														
Demi-god	oral tradition														
Hero	interpretation														
Conflict	displace														
Phenomenon	prophecy														

<p>Theme/Unit: Research</p> <p>Enduring Understandings: MLA Format Sources are not always credible Information can be relevant or irrelevant Information must come from a variety of sources Debate using supporting details, facts, evidence, etc.</p>	<p>Reading Outcomes</p>	<p>Standards-Based Essential Skills to be Targeted Throughout the Unit</p>	<p>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p>	<p>Instructional Resources <i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts: Noodle Tools Website</p>	
<p>Assessments:</p> <p>Formative – During Unit: Develop: outline, source cards, works cited page, and rough copy</p> <p>Summative – End of Unit:  Rubric Research Paper</p>		<p>Writing Outcomes</p>	<p>*RI.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>*RI.9 Throughout 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.</p>	<p>Determine point of view of the author Determine how the author responds to conflicting evidence or viewpoints Analyze various persuasive essays Distinguish between relevant and irrelevant information in groups and individually</p>	<p>Literature</p>
<p>Other: Unit is usually taught in conjunction with Mythology unit</p>	<p>Language/Listening and Speaking</p>		<p>W.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>*W.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>*W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Literature Based Writing:  See Mythology Unit</p> <p>Combined Lit and Info Based Writing:</p> <p>Informational Writing:  Throughout the unit students will take notes from the sources they find. They will then determine whether or not the information is relevant.</p>	<p>Poetry <i>Shift 5: Writing from Sources</i></p>
			<p>SL.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.</p> <p>L.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>**L.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>L.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students brainstorm together for possible topics. Students discuss many pros and cons of their ideas about mythological gods and goddesses.</p>	<p>Informational <i>Shift 2: Knowledge of Disciplines</i></p>
				<p>Focus Vocabulary <i>Shift 6: Academic Vocabulary</i></p>	<p>Tier 3 – Content Vocabulary  Works Cited Font parenthetical citations Source database MLA Format Infotrac Noodle Tools ProQuest Format Ebsco Host</p>

Theme/Unit:  Roll of Thunder, Hear My Cry  Enduring Understandings: -The importance of family -Hope in the face of destruction -Friendship at risk -Independence vs. self-respect -Racism and its effects -post antebellum South -The great Depression -Jim Crow Laws Plessy vs. Ferguson "Separate but Equal" Brown vs. Board of Education		Standards-Based Essential Skills to be Targeted Throughout the Unit	Strategies or Best Practices Used to Explicitly Teach Skills and Concepts	Instructional Resources <i>Shift 3: Staircase of Text Complexity</i>	
<p>Assessments:</p> <p>Formative – During Unit:</p> <p>Quizzes Discussions Group presentations</p> <p>Summative – End of Unit:</p> <p>Unit Test</p> <p>Presentation: Powerpoint</p>	Reading Outcomes	<p>*RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. a. Analyze stories, drama, or poems by authors who represent diverse world cultures.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>*RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Comparing the text to the movie version T-charts Character analysis Class Discussion Graphic organizers Journaling Essay Writing Oral debates</p>	Literature	<p>Central Grade Appropriate Texts: Novel: <i>Roll of Thunder, Hear My Cry</i></p> <p><i>Shift 1: Balance of Informational and Literacy Text</i></p> <p><i>Novel Roll of Thunder, Hear My Cry</i> <i>Song of the Trees by Mildred Taylor</i> <i>I Have a Dream by Martin Luther King</i></p>
<p>Prior Knowledge:</p> <p>Students will have already had prior knowledge of the history of the South from other Units. Students will be able to identify several causes of racism present, prior to the setting of the novel.</p>	Writing Outcomes	<p>w.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>w.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Literature Based Writing: Students will write essays on characters and their motivations in the book. Students will incorporate Literary Terms.</p> <p>Combined Lit and Info Based Writing: Student will base journals on non-fiction articles pertaining to the subject that week.</p> <p>Informational Writing: Students will research issues during the great depression and write journals and essays.</p>	Poetry <i>Shift 5: Writing from Sources</i>	<p>Poem <i>Roll of Thunder, Hear My Cry</i></p> <p><i>Slavery and Oppression poetry</i> <i>Rungate, Rungate</i> <i>Poems about Harriet Tubman</i> <i>I Too Sing America by Langston Hughes</i></p>
	Language/Listening and Speaking	<p>SL.1 A-E SL.2 A SL. 4 SL.5 SL.6</p>	<p>Oral Discussion Class and group discussion Power Point Presentation</p>	Informational <i>Shift 2 Knowledge of Disciplines</i>	<p>Vocabulary- compiled among the unit.</p>