

**Subject:** ELA

**Grade:** 7

**Unit:** 5

**Duration:** 6 weeks

**Essential Question(s):**

- How can reading about the courage of real people inform our understanding of determined literary characters?
- How does real-world determination inform the depiction of determined literary characters?
- How does an individual's courage and determination affect others?

Why do some people persevere and others give up?

Rifka

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
<p><b>Reading Literary Text</b></p>	<p>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Explain how the structure of a drama or poem helps me understand its meaning.</li> <li>• Identify the unique production techniques of stage, film, and multimedia.</li> <li>• Analyze how the effects of production techniques influence the meaning of the work.</li> </ul>	<p>Model how to analyze the structure of a drama or poem, such as a soliloquy or sonnet, and how it contributes to the meaning.</p> <p>Explain production techniques (such as lighting, sound, color, or camera focus and angles) and how they effect the meaning of the work.</p>	<p>RL7.5 Analyze, contribute</p> <p>Text structure, style, parallel structure (repetition of a word or phrase for emphasis</p> <p>RL 7.4 Determine, including, analyze</p> <p>Context clues, figurative language, sensory detail, imagery, connotative meaning, denotative meaning, sonnet, dialogue, point of view, elaboration, mood, tone, analogies, allusion</p>	<p>Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice tests, PARCC tests</p>
<p><b>Reading Informational Text</b></p>	<p>RI.7.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>R.1.7.9-Analyze how two or more authors writing about the same topic shape their</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>• Explain and discuss how individuals, events, and ideas interact with each other in a text.</li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>• Compare how two authors write about the same topic by using different facts or by interpreting those facts</li> </ul>	<p>Analyze and model how individuals, events, and ideas interact with each other in a text.</p> <p>Model how to compare multiple texts on the same topic that use different</p>	<p>Analyze, influence, develop, interact</p> <p>Analogies, allusions, characterization, imagery, static characters, dynamic characters</p>	<p>Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>

	presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	differently	evidence or interpretation of facts.		
<b>Writing</b>	<p>L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic)</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Identify examples of figurative language.</li> <li>Recognize word relationships by comparing them to similar or opposite meaning words.</li> <li>Recognize the slight differences in word meanings based on how they are used.</li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify the subtle use of literary, biblical, and mythological references.</li> <li>Clarify a word by examining similar or opposite words and ideas</li> <li>Explain the difference between the literal meaning of a word and the positive or negative meaning associated with it.</li> </ul>	<p>Focus on the following examples of figurative language, word relationships, and subtleties in word meanings: allusions, synonyms/antonyms, analogies, connotations and denotations</p>	<p>Demonstrate, interpret, distinguish</p> <p>Figurative language, word relationships, nuances, verbal irony, puns, connotations, denotations</p>	<p>Rubric, Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>

<b>Writing</b>	<p>W.7.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.5-With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Develop and organize clear and understandable writing which is appropriate for a specific task, purpose, and audience.</li> <li>Develop and strengthen my writing by planning, revising, editing, and rewriting.</li> <li>Write to a specific audience</li> <li>Write for a specific purpose</li> <li>Improve my writing through feedback from other students or my teacher.</li> </ul>	<p>Model and explain how to strengthen writing by using the writing process: planning, revising, editing, and rewriting with a focus on purpose and audience.</p> <p>Direct and provide opportunities to collaborate with peers and other adults</p>	<p>Produce</p> <p>Develop, strengthen, trying, focusing, addressed</p>	<p>Rubric, Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
<b>Speaking &amp; Listening</b>	<p>S.L.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Identify the main ideas and supporting details in formats where information is presented visually, orally, or in numbers.</li> <li>Explain how the ideas presented in different formats or media clarify a topic or issue</li> </ul>	<p>Find main ideas and supporting details in visual, oral, and numerical formats. Explain how presenting information in various formats can clarify a topic or issue.</p>	<p>Analyze, present, explain, clarify</p> <p>Purpose of info in media, motives of social, commercial, political propaganda; bias</p>	<p>Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
<b>Language</b>	<p>L.7.6 -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain what general academic words are and use them in my writing.</li> <li>Define words and phrases that are specific to language</li> </ul>	<p>Review Appendix A of the Common Core Standards pages 32-35 (specifically page 33) to understand the difference between academic and domain-specific vocabulary words. Provide</p>	<p>Use, gather, domain specific vocabulary, conversational vocabulary, word function/form</p>	<p>Rubrics, Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral</p>

	comprehension or expression	<p>arts and apply them in speaking and writing.</p> <ul style="list-style-type: none"> <li>Use various resources to build my vocabulary and help me understand what I read or hear.</li> </ul>	<p>examples and encourage students to use academic and domain-specific words and phrases.</p> <p>Teach strategies and introduce resources to help students build grade-level vocabulary.</p>		<p>presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
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**Literary Works:**

Poetry – “War and the Pity of War” (Neil Philip and Michael McCurdy)

Number the Stars – Lois Lowry

The Devil’s Arithmetic (Jane Yolen)

Anne Frank: The Diary of a Young Girl

**Informational Texts – Non-fiction**

Never to forget : The Jews of the Holocaust

Hiroshima (John Hershey)

“Declaration of war on Japan” – Franklin D. Roosevelt

Speeches of Winston Churchill and FDR – look for style and theme when comparing

**Media**

HBO documentary –“ Paper Clips” – on Holocaust

Diary of Anne Frank – Movie