

Level 2: Unit 4: How We Choose to Act

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **44 periods**
Status: **Published**

Unit Overview

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

Transfer

- Analyzing literary texts using the language of literary analysis
- Analyzing the connection between content, purpose, and audience
- Making meaning of a wide variety of texts of literary merit
- Writing responses to literary texts that discuss the effects of literary elements and using textual evidence to support analysis
- Writing for a variety of purposes

Meaning

Understandings

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

Essential Questions

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

Application of Knowledge and Skill

Students will know...

Academic Vocabulary

precise

structure

improvise

diagram

Literary Terms

persona

alliteration

assonance

consonance

monologue

pantomime

verse

prose

poetic devices

internal rhyme

parody

dialogue

Language and Writer's Craft

Dangling and Misplaced Modifiers (4.3)

Varying Syntax for Effect (4.4)

Students will be skilled at...

Part One

Use narrative techniques to create interest and develop a persona.

Sequence ideas logically.

Provide a clear introduction and conclusion.

Use a variety of transitions to convey sequence and signal shifts.

Use poetic and literary devices for effect.

Vary syntax and punctuation for meaning, sound, style, and interest.

Incorporate props, delivery techniques, facial expressions, and/or movement to reinforce or emphasize ideas and engage an audience.

Deliver ideas fluently with appropriate volume, rate, pitch, and inflection.

Part Two

Determine the figurative and connotative meaning of words and phrases, and analyze the impact of specific word choice on meaning and tone.

Analyze the interactions between individuals, events, and ideas in a text.

Annotate text to indicate choices for vocal and visual delivery.

Explain a plan for a performance.

Communicate meaning through vocal and visual delivery.

Listen to comprehend and evaluate performances.

Reflect on strengths, challenges, and growth.

Evaluate performances.

Academic Vocabulary

Academic Vocabulary

precise

structure

improvise

diagram

Literary Terms

persona

alliteration

assonance

consonance

monologue

pantomime

verse

prose

poetic devices

internal rhyme

parody

dialogue

Learning Goals

By the end of Unit 4, students will:

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

4.1 - Previewing the Unit – 1 period

SWBAT:

- Develop a plan to successfully complete Embedded Assessment 1
- Self-select a text for independent reading and develop an independent reading plan

LA.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.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

4.2 - Using Language for Effect - 3 periods

Poetry: "Stopping By Woods on a Snowy Evening" by Robert Frost

Poetry: "maggie and milly and molly and may" by E.E. Cummings

Poetry: "Mother to Son" by Langston Hughes

Poetry: Haiku by Jose Juan Tablada

Poetry: "Homesteaders" by Rosemary Catacalos

SWBAT:

- Analyze the use of vocabulary, diction, punctuation, and poet musical devices in poetry
- Analyze and orally present an interpretation of a poem
- Compare and contrast two poems

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.9.A	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.2
- Writing to Sources: Informational Text p.294

4.3 - Analyzing a Comedic Monologue – 3 periods

***Film:** *Jerry Seinfeld: "I'm Telling You for the Last Time,"* directed by Marty Callner

SWBAT:

- Analyze the ideas, structure, and word choice in a comedic monologue
- Create a written response to a comedic monologue
- Write a comedic monologue with effective ideas, structure, and language

LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.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.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.3
- Narrative Writing Prompt p.298

Language and Writer's Craft

- Dangling and misplaced modifiers

4.4 - Analyzing and Presenting a Dramatic Monologue - 2 periods

Monologue: "The Paper Avalanche" by Marl Hall Surface

Monologue: "Dreams" by Mary Hall Surface

Monologue: "Study Tips" by Mary Hall Surface

Monologue: "The Children's Crusade" by Jenny Lyn Bader

SWBAT:

- Analyze and compare the text and performance of a dramatic monologue.
- Create stage directions and present an effective oral interpretation.

LA.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.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.W.7.3.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.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.7.1.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.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.7.1.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.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.4
- Narrative Writing Prompt p.308

Language and Writer's Craft

- Varying Syntax for Effect

Grammar Skills & Resources

- Introducing the Strategy: Choral Reading

4.5 - Analyzing and Responding to Narrative Poetry – 2 periods

Poetry: "The Raven" by Edgar Allan Poe

SWBAT:

- Describe the structures and features of narrative poetry
- Explain a writer's use of language and literary elements in a narrative poem

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.9.A	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.5
- Literary Elements Chart p.310
- Writing to Sources: Informational Text p.319

Language Checkpoint

- Using Prepositions

4.6 - Transforming a Traditional Tale – 3 periods

SWBAT:

- Analyze a narrative poem's structure, language, and effect
- Transform a narrative poem into a monologue and deliver it as an effective oral presentation

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.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.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.6

- Elements of Language Chart p.326
- Narrative Writing Prompt p. 327

4.7 - Using Language to Develop Theme - 3 periods

Informational Text: "The Highwaymen of Hounslow Heath"

Poetry: "The Highwayman" by Alfred Noyes

SWBAT:

- Analyze a narrative poem for effective writing
- Compare and contrast a poem and informational text on the same topic
- Write a monologue from the point of view of a character from a narrative poem
- Integrate ideas from multiple texts to build knowledge and vocabulary about highwaymen

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.7
- Knowledge Quest p.329, 332, 335, & 336
- Narrative Writing Prompt p.338
- RAFT Chart p.337

Grammar Skills & Resources

- Introducing the Strategy: RAFT

Part One - Summative Assessment - Creating and Presenting a Monologue - 4 periods

SWBAT:

- Write, revise, rehearse, and present an original monologue that sparks a strong emotion
- Demonstrate knowledge of pantomime, inflection, word emphasis, ways to show emotion, and the monologue form
- Select topic, tone, and audience
- Take the monologue through all the stages of the writing process

LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.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.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.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.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

4.8 - Unpacking Embedded Assessment 2 - 1 period

SWBAT:

- Analyze the skills needed to be successful on Embedded Assessment 2
- Identify the components of a successful performance

LA.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.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.8

4.9 - Putting on the Mask - 2 periods

Poetry: "We Wear the Mask" by Paul Laurence Dunbar

SWBAT:

- Analyze the elements of a poem
- Analyze how symbols and imagery convey tone

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.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.

LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Formative Assessment Opportunities

- Creative Mask
- Digital Assessment: Activity Quiz 4.9

4.10 - Improvisation - 1 or 2 periods

SWBAT:

- Analyze plot elements and character in a text
- Create mental images to deepen understanding of a text or character

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.10
- Performance Notes p.347-348

4.11 - Analyzing and Delivering a Shakespearean Monologue - 2 periods

***Film:** Interpretations of *Twelfth Night*

SWBAT:

- Demonstrate knowledge of literary genres by comparing and contrasting the written text of a drama with a performance of it
- Deliver a choral reading of a Shakespearean monologue with appropriate register, vocabulary, tone, and voice
- Integrate ideas from multiple texts to build knowledge and vocabulary about William Shakespeare

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.2	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.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.11
- Knowledge Quest p.349, 352, 354, & 355
- Vocal & Visual Delivery Chart p.356

4.12 - Acting for Understanding – 1 period

Drama: Excerpt from *Twelfth Night* by William Shakespeare

SWBAT:

- Use evidence from the text to support understanding
- Paraphrase a text in a way that maintains meaning and order

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.12
- Performance Annotations

4.13 - Interpreting Character in Performance - 2 periods

Drama: Excerpt from *Twelfth Night* by William Shakespeare

SWBAT:

- Analyze the relationship between character and plot
- Analyze how playwrights develop characters in drama

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.

LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.13
- Writing to Sources: Informational Text p.365

4.14 - Comparing Film and Text - 1 1/2 periods

Drama: Excerpt from *Twelfth Night* by William Shakespeare

SWBAT:

- Using a stage diagram, plan and rehearse a scene with stage movement and character interaction based on your analysis of the text
- Analyze a dramatic scene
- Using a stage diagram, plan and rehearse a scene

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.14
- Vocal & Visual Delivery Chart p.369

4.15 - Exploring Theatrical Elements - 2 periods

Drama: Excerpt from *Twelfth Night* by William Shakespeare

*stills of *Twelfth Night* scenes

SWBAT:

- Analyze the use of vocal delivery techniques
- Analyze the use of theatrical elements in photographs and illustrations of a performance

LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 4.15
- Theatrical Elements Chart p.378

Part Two - Summative Assessment - Performing a Shakespearean Dialogue- 4 periods

SWBAT:

- Work collaboratively to plan, rehearse, and perform a dialogue from Shakespeare's *Twelfth Night*

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

21st Century Life and Careers/Technology

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Formative Assessment and Performance Opportunities

- Writing Workshop 8: Poetry
- Writing Workshop 9: Script Writing

Accommodations and Modifications

Text from ELA	ELD Activities on SpringBoard Digital	Differentiation
Activity 4.5 “The Raven,” by Edgar Allan Poe	4.5a: Academic and Social Language Preview	Vocabulary Development
	4.5b: Interpreting the Text Using Close Reading	Close Reading
	4.5c: Collaborative Academic Discussion	Analyzing, Discussing the Text
Activity 4.6 “Little Red Riding Hood and the Wolf,” by Roald Dahl	4.6a: Academic and Social Language Preview	Vocabulary Development
	4.6b: Interpreting the Text Using Close Reading	Close Reading
	4.6c: Collaborative Academic Discussion	Analyzing, Discussing the Text
Activity 4.11 Monologue from <i>Twelfth Night</i> , by William Shakespeare	4.11a: Academic and Social Language Preview	Vocabulary Development
	4.11b: Interpreting the Text Using Close Reading	Close Reading
	4.11c: Collaborative Academic Discussion	Analyzing, Discussing the Text

- Differentiation Options in Unit: 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.12, 4.14, & 4.15
- Grammar & Usage
- Grammar Handbook
- Signal Boxes: Vocabulary & Literary Terms
- Sustained Silent Reading

Interdisciplinary Connections

- Marketing and Ad Analysis
- VPA- Theatre & Shakespeare

HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
VPA.1.1.8.C.CS1	Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
VPA.1.1.8.C.CS3	Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
VPA.1.3.8.C	Theatre
VPA.1.3.8.C.CS2	Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.

Unit Resources

- SpringBoard Grammar and Usage Handbook
- SpringBoard Graphic Organizers (see back of teacher's manual)
- SpringBoard Literature Circles: Independent Reading