

Level 2: Unit 3: Choices and Consequences

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **31**
Status: **Published**

Unit Overview

How do the choices you make now shape your future self? In this unit, you will explore how decisions can have far-reaching consequences that determine your character, values, and contribution to society. You will read a novel that focuses on one young man's emerging realizations about how his personal history continues to affect his relationships with his friends, teammates, family, and school. You will analyze the choices made by different literary characters and write an essay about the consequences. Also, you will apply your understanding of choices and consequences to a research presentation about a historical figure or world leader who made inspiring choice that helped shape our world.

Transfer

- Use AP strategies and close reading to analyze how a literary text conveys meaning
- Analyze literature using the language of literary analysis
- Write a literary-response essay that discusses the effects of literary elements and uses textual evidence to support analysis
- Pay conscious attention to strategies for revising the content and organization of an essay
- Synthesize information from a variety of genres

Meaning

Understandings

- To use textual evidence to support analysis and inferences
- To write a literary analysis essay
- To evaluate, analyze, and synthesize a variety of informational texts
- To create and present a biographical research project

Essential Questions

- What is the relationship between choices and consequences?
- What makes a great leader?

Application of Knowledge and Skill

Students will know...

Academic Vocabulary

tone

voice

Literary Terms

subordinate

flashback

foreshadowing

motif

mood

meter

rhyme scheme

Language and Writer's Craft

Subordinating Conjunctions (3.3)

Understanding Phrases (3.6)

Active Versus Passive Voice (3.8)

Adjectival and Prepositional Phrases (3.14)

Dangling and Misplaced Modifiers (3.18)

Students will be skilled at...

Part One

- Write a multi-paragraph literary analysis essay that addresses the prompt.
- Develop a thesis and supporting topic sentences.
- Use textual evidence to support analysis.
- Cite sources correctly.
- Examine choices based on consequences and impact on character.
- Use precise, academic language.
- Use a variety of sentence structures.
- Work through all stages of the writing process.

Part Two

- Develop a multimedia presentation.
- Conduct research and synthesize findings.
- Summarize the main points of a leader's positive changes.
- Select relevant examples and visual aids to support presentation.
- Work productively in groups to create and present the project.
- Evaluate sources of information.
- Generate an annotated bibliography.

Academic Vocabulary

tone

voice

Literary Terms

subordinate

flashback

foreshadowing

motif

mood

meter

rhyme scheme

Learning Goals

By the end of Unit 3, students will:

- use textual evidence to support analysis and inferences (level 4)
- write a literary analysis(level 4)
- evaluate, analyze and synthesize a variety of informational texts (level 4)
- create and present a biographical research project (level 4)

3.1 Previewing the Unit - 1 period

SWBAT:

- Preview and examine this unit's vocabulary
- Identify the skills needed to write a literary analysis essay

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| 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.7.5 | 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.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. |

3.2 – Reading the Novel *Tangerine* – 1 period

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Analyze and discuss the novel *Tangerine* with peers
- Record text evidence in a journal
- Use levels of questions to draw connections, predictions, and inferences from the text

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| 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.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. |

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| 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.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 3.2
- Textual Evidence & Commentary Chart p.191-192

Grammar Skills & Resources

- Introducing the Strategy: Questioning the Text

3.3 – There's a New Kid in Town – 1 period

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Analyze an author's word choice to determine tone and voice
- Analyze text evidence about choices and consequences, recording commentary in a double-entry journal
- Write and revise a literary analysis paragraph that uses text evidence and subordinate clauses

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| 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.7.3 | 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.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, |

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| | 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.7.5 | 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.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.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.3
- Informational Writing Prompt p.195
- Textual Evidence Chart p.195

Language and Writer's Craft

- Subordinating Conjunctions

3.4 – Like Mother, Like Son? - 1 1/2 period

*Novel: *Tangerine*, by Edward Bloor

SWBAT:

- Analyze an author's use of flashback, foreshadowing, and characterization
- Draft and revise a literary analysis paragraph that develops and contrasts characters' points of view

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| 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.7.3 | 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. |

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| 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.7.2 | 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.7.5 | 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.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”). |

Formative Assessment Opportunities

- Characterization Chart p.200
- Digital Assessment: Activity Quiz 3.4
- Flashback & Foreshadowing Charts p.198-199
- Informational Writing Prompt p.201

3.5 – Oh, Brother!– 2 periods

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Draft a literary analysis paragraph about sibling relationships and provide support with textual evidence
- Compose an informational text using the elements of a compare/contrast essay

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| 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.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| 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.7.2 | 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 |

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| | 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.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| 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.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.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.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.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.5
- Informational Writing Prompt p.203
- Relationship Chart p.202

3.6 – SIFTing through Tangerine – 1 1/2 period

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Draft a literary analysis paragraph about how the author's word choice contributes to tone and theme in the novel *Tangerine*
- Revise an informational text to include phrases and appositives

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| 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. |

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| 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.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.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| 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.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.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| 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 3.6
- Informational Writing Prompt p.207
- SIFT Chart p.206

Language and Writer's Craft

- Understanding Phrases

Grammar Skills & Resources

- Introducing the Strategy: SIFT

3.7 – Same Sport, Different School – 1 period

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Draft a literary analysis that cites text evidence to support inferences and predictions about the novel *Tangerine*
- Draft an informative paragraph that compares and contrasts two settings in the novel *Tangerine*

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| 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.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.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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. |

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.7
- Informational Writing Prompt p.211
- Textual Evidence & Commentary Chart p.209

3.8 – Seeing Is Believing – 1 1/2 period

***Novel:** *Tangerine*, by Edward Bloor

***Audio:** "Amazing Grace" (one or more versions)

SWBAT:

- Write observations on the use of literal and figurative language in the novel *Tangerine*
- Draft a character analysis that cites text evidence from the novel *Tangerine*

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| 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.

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| 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.7.2 | 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.7.5 | 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.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.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| 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 3.8
- Writing to Sources: Informational Text p.214

Language and Writer's Craft

- Active vs. Passive Voice

3.9 – Conflicts and Consequences – 1 period

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Draft an analysis of how the conflicts in *Tangerine* affect or shape the novel's plots and subplots
- Write a paragraph using text evidence to draw connections among the conflicts in the novel *Tangerine*

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| 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.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| 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.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 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

Formative Assessment Opportunities

- Conflict Chart p.216
- Digital Assessment: Activity Quiz 3.9
- Double-Entry Journal p.215
- Informational Writing Prompt p.217

3.10 – Mourning and Night– 1 period

***Novel:** *Tangerine*, by Edward Bloor

***Poetry:** "To an Athlete Dying Young" by A.E. Housman

***Poetry:** "Do not go gentle into that good night" by Dylan Thomas

SWBAT:

- Use the imagery and diction in two poems to help identify their tone and themes
- Connect the purposes and techniques of different genres

- Integrate ideas from multiple texts to build knowledge and vocabulary about death and why it appeals to readers and writers

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| 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.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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. |

Formal Assessment Opportunities

- Digital Assessment: Activity Quiz 3.10
- Knowledge Quest p.219, 222, & 224

3.11 – The Final Score – 1 1/2 period

SWBAT:

- Draft an outline for a literary analysis topic from Part 3 of the novel *Tangerine*
- Write an analysis of motif and theme in the novel *Tangerine*

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| 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.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| 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.7.2 | 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.7.9.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”).

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.11
- Double-Entry Journal p.225
- Motif Chart p.227

Part One - Summative Assessment - Writing a Literary Analysis Essay - 2 periods

***Novel:** *Tangerine*, by Edward Bloor

SWBAT:

- Write a multi-paragraph literary analysis essay in response to a prompt
- Provide a clear thesis statement, textual evidence, and organization
- Reflect on the writing process upon completion of the analysis essay

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| 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.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| 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.7.2 | 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.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 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.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| 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.7.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| LA.L.7.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.7.2.B | Spell correctly. |

3.12 – Unpacking Embedded Assessment 2 – 1 period

SWBAT:

- Reflect on the first half of the unit and adjust responses to the Essential Questions
- Develop a plan to successfully complete Embedded Assessment 2

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| 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.7.5 | 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.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. |

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.12

3.13 – Nelson Mandela in Hollywood – 1 period

SWBAT:

- Analyze the presentation of biographical and historical information in a film
- Conduct research to answer questions about the consequences of a leader's choices on society

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| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| 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.7.2

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.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.13
- Invictus Note Chart p.233

3.14 – A Long Walk to Peace – 1 period

Biography: The Nobel Peace Prize 1993, Biography of Nelson Mandela

Autobiography: Excerpt from *Long Walk to Freedom* by Nelson Mandela

SWBAT:

- Cite evidence from texts to support an analysis of the features of biography and an autobiography
- Analyze how two texts about the same topic present information by providing different evidence or interpreting the facts differently
- Integrate ideas from multiple texts to build knowledge and vocabulary about studying history from different perspectives

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.7.3

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).

LA.RI.7.9

Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) 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.

LA.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

LA.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.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.

LA.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.14
- Genre Chart p.243
- Knowledge Quest p.235, 236, 239, 240, & 242
- KWHL Chart p.238

Language and Writer's Craft

- Adjectival & Prepositional Phrases

3.15 – Planning for Research and Citing Sources– 2 periods

***Technology:** Computer Lab with internet access

SWBAT:

- Answer research questions by gathering and evaluating information from multiple sources, generating additional questions, and developing an annotated bibliography
- Orally present claims, relevant facts, and details

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| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| 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. |

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 3.15
- Internet Source Evaluation Chart p.246

3.16 – Visual Impact – 1 period

Informational Text: Landmarks of Nelson Mandela's Life

SWBAT:

- Analyze the ideas and details in informational material and song lyrics to gain an understanding of the topic of Nelson Mandela and apartheid
- Create visuals that represent research about apartheid and Nelson Mandela

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| 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.7.9 | 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.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.RI.7.5 | 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. |
| 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.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| 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.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 3.16
- Visuals: Chart, Bar Graph, & Timeline p.249-251

3.17 – Comparing Text and Film– 2 periods

SWBAT:

- Use text evidence to compare the theme of a poem and the events in the life of a great leader
- Use text evidence to compare a film text and a nonfiction text on a similar subject

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| 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.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.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.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.7.3 | 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). |
| 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.RI.7.6 | 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. |
| LA.RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| LA.W.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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.7.4 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

- Comparison Chart p.265
- Digital Assessment: Activity Quiz 3.17
- Invictus Notes p.266

Language Checkpoint

- Using Pronouns

Formative Assessment Opportunities

- Digital Assessment: Activity Quiz LC 3.17

3.18 - Follow the Leader – 1 period

Speech: Excerpt from Nelson Mandela's Nobel Prize Acceptance Speech

Speeches: Copies of speeches by great leaders

SWBAT:

- Analyze a speech for evidence of outstanding leadership qualities
- Analyze information to identify a subject for a biographical presentation
- Generate research questions on a chosen subject

- 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.7.4 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.RI.7.6 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.
- 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.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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

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| | reflect on ideas under discussion. |
| LA.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| 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 3.18
- Speaker and Speech Chart p.274-275

Language and Writer's Craft

- Dangling & Misplaced Modifiers

Part Two - Summative Assessment - Creating a Biographical Presentation- 2 periods

SWBAT:

- Work cooperatively
- Conduct research on and describe a great leader whose choices have had positive consequences for society
- Deliver a biographical multimedia presentation
- Reflect on the writing process upon completion of the biographical presentation

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| 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.7.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 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.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| 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

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| 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.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| 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. |
| CAEP.9.2.8.B.6 | Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. |
| TECH.8.1.8.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.8.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |

Formative Assessment and Performance Opportunities

- Writing Workshop 10: Procedural Texts: Business Letters
- Writing Workshop 6: Research Writing

Accommodations and Modifications

| Text from ELA | ELD Activities on SpringBoard Digital | Differential |
|---|--|--------------------------------|
| Activity 3.7 Excerpt from <i>Tangerine</i> , by Edward Bloor | 3.7a: Academic and Social Language Preview | Vocabulary Development |
| | 3.7b: Interpreting the Text Using Close Reading | Close Reading |
| | 3.7c: Collaborative Academic Discussion | Analyzing, Discussing the Text |
| Activity 3.17 “The Nobel Peace Prize of 1993, Biography of Nelson Mandela” | 3.17a: Academic and Social Language Preview | Vocabulary Development |
| | 3.17b: Interpreting the Text Using Close Reading | Close Reading |
| | 3.17c: Collaborative Academic Discussion | Analyzing, Discussing the Text |
| Activity 3.17 <i>Long Walk to Freedom: With Connections</i> , by Nelson Mandela | 3.17d: Academic and Social Language Preview | Vocabulary Development |
| | 3.17e: Interpreting the Text Using Close Reading | Close Reading |
| | 3.17f: Collaborative Academic Discussion | Analyzing, Discussing the Text |

- Differentiation Options in Unit: 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.13, 3.16, 3.17, & 3.18
- Grammar & Usage
- Grammar Handbook
- Literature Circles: Independent Reading and/or Read Aloud
- Signal Boxes: Vocabulary and/or Literary Terms
- Sustained Silent Reading

Interdisciplinary Connections

- 3.1-3.11 Science: sinkholes, freeze, lightning and muckfires
- 3.13-3.18 Nelson Mandela and Apartheid

SCI.MS-ESS3

Earth and Human Activity

SOC.6.2.12.D.4.i

Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Unit Resources

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