



Course: 7th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Name: Argument

Approx. Length of time: 30 days

Essential Standards

Reading -

- Analyze how the author distinguishes his or her position.

Writing -

- Write arguments that support opinions by writing a claim, lead-in phrase, and explanation.
- Gather relevant, credible information from print and digital sources avoiding plagiarism.
- Refute a counter argument using evidence
- The use of transition words or phrases to introduce a new claim or counterclaim

Language -

- Demonstrate understanding of figurative language and connotation in word meanings.
- Speaking using proper diction, volume, and eye contact.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify rhetorical techniques in argumentative texts.
- I can paraphrase an author's argument and its supporting points.
- I can explain what the author's position is.
- I can recognize the difference between an opinion and fact.
- I can use various types of evidence to support a claim.

Level Two: Skill Concept

- I can interpret a text to identify an author's position.
- I can infer how an author feels about a topic – their position.
- I can use rhetorical techniques – ethos, pathos, logos, rhetorical questions, repetition, figurative language.

Level Three: Strategic Thinking

- I can cite evidence to support a stance.
- I can analyze an opposing viewpoint and come up with counter arguments.
- I appraise the relevance and reliability of sources.
- I can argue a defined viewpoint using rhetorical techniques, research, and claims.



Level Four: Extended Thinking

- I can create an argument and counter argument with a basis in research and logic.
- I can justify a viewpoint based on relevant research through supporting claims.

Assessment

Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none">● Exit tickets● Self-assessment	<ul style="list-style-type: none">● logos/pathos/ethos class/homework● Position Identification of speech● Fallacy check in● Bracket debates	<ul style="list-style-type: none">● Debate● Test

Learning Plan

- Claim/stance
- Types of support – expert opinion, anecdote, etc.
- Difference between opinion and fact
- Relevant, credible, reliability of sources
- C.R.A.P. Test
- Rhetorical techniques - ethos, pathos, logos, fig. lang, etc.
- Counter argument/ Opposing Viewpoint
- Rebuttal of arguments
- Dissecting a speech or text – Chisolm, Truth, Chavez, King
- Research techniques for strong claims

Prior Knowledge Required/ Referenced

We start with their knowledge of claim, evidence, explanation.



Anticipated Misunderstandings

Students frequently struggle with counter arguments.

Students also struggle with the difference between types of evidence and different fallacies.

Key Vocabulary (Facts, Concepts, Procedures)

Ethos

Pathos

Logos

Position

Claim

Fallacy

Bandwagon

Circular argument

Ad hominem

Red herring

Hasty generalization

Strawman

Appeal

Counter argument

Counterclaim

Refute

Rebut

Evidence

Fact

Example

Opinion

Expert Opinion

Modifications

In the research for the debate, we will provide sources to model for students who need support.

We will analyze different speeches.

Topics of debate may vary.



Resources

See Excel Spreadsheet →

https://docs.google.com/spreadsheets/d/1Vpml7jNAIguad45Tva2EZ-3rvnjo_WPtHP2csxMXwk/ejit?usp=sharing



Course: 7th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Name: Short Stories

Approx. Length of time: 30 days

Essential Standards

Reading -

- Determine a theme of a text by analyzing character, setting, and plot.

Writing -

- I can use a claim, lead in phrase, and explanation that complement each other and create a cohesive text.

Language -

- Demonstrate understanding of figurative language and connotation in word meanings.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- Demonstrate command of the conventions of Standard English when writing.

Level Two: Skill Concept

- I can determine a theme of a text.
- I can explain the use and effect of figurative language.
- I can use a lead-in phrase that provides context for the quote following.
- I can select relevant and scholarly evidence.

Level Three: Strategic Thinking

- I can explain how the elements of a story interact and affect one another
- I can recognize how making a change to one element of the story could affect the other elements.
- I can write a clear explanation to explain how evidence supports the claim.

Level Four: Extended Thinking

- I can analyze how key events over the course of the text contribute to a theme.
- I can analyze an author's words and cite multiple pieces of textual evidence to support both explicit and inferential questions.



Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none">• Read and analyze "Seventh Grade" by Gary Soto.• Introduced story elements.• Writing a paragraph using relevant text evidence to support a claim.	<ul style="list-style-type: none">• Study Island quiz covering story elements• Writing a paragraph using two pieces of relevant text evidence to support a claim.	<ul style="list-style-type: none">• Canvas test• Writing a multi-paragraph response that includes a claim, two pieces of relevant text evidence with explanations, and a concluding sentence in each paragraph.

Learning Plan

- Identify story elements: Setting, Plot, Theme, Conflict, Point of View
- Compare and contrast story elements from multiple texts.
- Determine how one story element can affect the story.
- Analyze the author's use of story elements and how they affect a story.
- Write extended responses that include a claim, relevant text evidence, explanations, and a concluding sentence.

Prior Knowledge Required/ Referenced

Story elements
Elements of a paragraph

Anticipated Misunderstandings

Identifying the theme of a story.
Identifying the climax of a story.
Writing a clear explanation of how the text evidence supports the claim.



Key Vocabulary (Facts, Concepts, Procedures)

Point of View: 1st person, 2nd person, 3rd person omniscient, 3rd person limited, 3rd person objective

Theme: Stated and Implied

Plot: Exposition, Rising action, Climax, falling action, Resolution

Plot Diagram

Characterization: Direct and Indirect

Setting

Conflict: Central and Minor

Character: Dynamic and Static

Modifications

Modifications to requirements of written paragraphs.

Decreasing the amount of questions on the assessments.

Differentiating reading passages for struggling readers.



Course: 7th Grade ELA
Unit Name: Informational

Ohio's Learning Standards (2017): ELA
Approx. Length of time: 30 days

Essential Standards

Reading -

- I can cite the best piece of evidence to support an inference or conclusion.
- I can analyze a text and determine the author's organizational structure.
- I can explain how the individual parts of a text contribute to the overall development of ideas.
- I can explain why an author may choose a text structure.
- I can determine an author's perspective and explain his/her purpose for writing the text.
- I can analyze how an author distinguishes his/her position as different from others by revealing his/her own thoughts, feelings, actions and/or spoken words.

Writing -

- I can use a lead-in phrase that provides context for the quote following.
- I can select relevant and scholarly evidence.
- I can write a clear explanation to explain how the evidence supports the claim.
- I can use a claim, lead in phrase, evidence, explanation, and a concluding sentence that complement each other and create a cohesive text.
- I can use appropriate transitions to create cohesion.
- I can organize my ideas using a logical text structure.
- I can use a standard citation format within the text and in a bibliography.
- I can locate information from credible sources using effective search techniques.

Language -

- I can identify and differentiate context clues in literary text and informational texts.
- I can understand how connotation may alter meaning and tone.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can define connotation and denotation.
 - I can define subjective and objective language.
 - I can list three reasons why an author writes a specific text.
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Level Two: Skill Concept

- I can describe the difference between subjective and objective language.
- I can use context clues to find the meaning of an unknown word.
- I can interpret text to identify an author’s tone.

Level Three: Strategic Thinking

- I can write a text in a particular tone.
- I can compare and contrast news articles to identify tone and purpose.
- I can appraise the relevance and reliability of sources.

Level Four: Extended Thinking

- I can cite evidence to support a claim.
- I can analyze a text to determine the author’s purpose.
- I can create a podcast in a specific text structure about a researched topic.
- I can create a website in more than one text structure about a researched topic.
- I can create an annotated bibliography to present sources and information used in the creation of the website.

Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> ● Exit Tickets ● Identifying specific text structure in writing. ● Self-Assessments 	<ul style="list-style-type: none"> ● Break Up Letter: Tone ● Nate Brazil/Primal Compassion - Article analysis: Tone and Purpose ● Objective/Subjective Language ● Podcast analysis ● Website analysis ● Study Island Assessments 	<ul style="list-style-type: none"> ● Podcast ● Website ● Eleanor Roosevelt Article ● Test -Summative Assessment



Learning Plan

- Difference between subjective and objective language.
- Identify and use different tones in writing.
- Identify and write positive, negative, and neutral connotations.
- Identify and use different types of Text Structures.
- Analyze the author's purpose and tone.
- Research techniques for strong claims and supporting evidence.
- Using technology to produce an assignment.

Prior Knowledge Required/ Referenced

We start with their knowledge of claim, evidence, explanation.

Anticipated Misunderstandings

Cite sources correctly.

Finding and incorporating current, relevant, appropriate, credible sources.

Collaboration of putting all of the research together to make a group script for the podcast.

Key Vocabulary (Facts, Concepts, Procedures)

Subjective

Objective

Tone

Connotation: Positive, Neutral, Negative

Denotation

Author's Purpose: Inform, Persuade, Entertain

Context Clues

Text Structure: Problem/Solution, Compare/Contrast, Cause/Effect, Chronological, Sequence

Finding credible sources

Annotated Bibliography

MLA citation



Modifications

Provide claims and sources for research.

Scaffold the reading to match comprehension and lexile levels.

Limit requirement of number of sources and evidence used to create podcast and website.



Course: 7th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Title: Novel Unit

Approximate Length of time: 35 days

Essential Standards

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).

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

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Analyze literary text development.

a. Determine a theme of a text and analyze its development over the course of the text.

b. Incorporate the development of a theme and other story details into an objective summary of the text

RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Enduring Understandings (Why is this worth knowing?)

Authors manipulate readers' perceptions of their characters through the use of dialogue, actions, thoughts, and other small details.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify explicit evidence to support a stance.
- I can label plot events by stage on plot diagram.



Level Two: Skill Concept

- I can use MLA style properly.
- I can summarize key plot events.
- I can cite evidence to support an assertion

Level Three: Strategic Thinking

- I can compare characters and their effects on the plot, other characters.
- I can hypothesize how the setting influences character and plot.

Level Four: Extended Thinking

- I can create a conversation between characters who never meet, drawing on the background of that character.
- I can extrapolate real-world lessons based on what a literary character experiences.
- I can analyze an author's choices to deliberately manipulate the reader, drawing conclusions about author intention.

Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
<ul style="list-style-type: none"> ● Background on the era ● 60s Scavenger Hunt/ CSI on Joseph McCarthy ● Examine different covers of the book. 	<ul style="list-style-type: none"> ● Plot quizzes ● Notes on initial and changing perceptions of characters as portrayed by their words, actions, and thoughts. ● How to write a better claim ● What is a Thesis? ● Practice writing paragraphs about the novel using quotations and page numbers. ● Practice explaining evidence without just repeating it. ● Characterization - contrasting different characters 	<ul style="list-style-type: none"> ● Essay ● Watch the filmed version to examine portrayal choices



Learning Plan

- Students will get background on the era, as well as key vocabulary such as slang or era-specific words.
- Students will be assigned a book/reading schedule.
- They will take notes on either an assigned or chosen character, focusing on their evolution throughout the book.
- Class will discuss both plot and literary aspects, such as indirect characterization
- Writing instruction will focus on writing a clear claim taking a stand on a prompt, supporting with evidence, quoting and citing, as well as explaining evidence without repetition.
- Essay
- Watch film/reflect on film.

Prior Knowledge Required/ Referenced

Plot
Indirect characterization
Direct characterization
Claim
Implicit/explicit evidence

Anticipated Misunderstandings

How to use relevant quotes effectively
MLK page citations
How an author controls the information you have about a character and manipulates the reader.

Key Vocabulary (Facts, Concepts, Procedures)

Characterization
Exposition
Rising action
Climax
Falling action
Inciting incident
Resolution
Context
Theme
Quote



Modifications

Book choice: Outsiders for low/middle and Fahrenheit for high students.
Essay requirements are sometimes minimized.



Resources

1. The Outsiders book, audiobook, movie.
2. Fahrenheit 451 book, audiobook, movie.
 - a. Short stories: The Pedestrian, There will Come Soft Rains



Course: 7th Grade ELA

Ohio's Learning Standards (2017): ELA

Unit Title: Historical Fiction Research Unit

Approximate Length of time: 30 days

Essential Standards

1. Compare and contrast a fictional portrayal of a time, place, or character and a historical account.
2. Write arguments that support opinions by writing a claim, lead-in phrase, and explanation.
3. Gather relevant, credible information from print and digital sources avoiding plagiarism.

Enduring Understandings (Why is this worth knowing?)

Students should be able to differentiate between realistic, accurate, and fictionalized aspects of a story, analyzing the motivation behind authors' choices in crafting their stories.

Learning Targets (Webb's Depth of Knowledge)

Level One: Recall

- I can identify key plot points in a fictional story

Level Two: Skill Concept

- I can locate information using effective search terms.
- I can cite research using MLA style
- I can explain how the elements of a story interact and affect one another.
- I can demonstrate command of the conventions of Standard English when writing.

Level Three: Strategic Thinking

- I can cite the best piece of evidence to support an inference or conclusion.
- I can compare and contrast a fictional portrayal of a time, place, or character and a historical account.
- I can evaluate how making a change to one element of the story could affect the other elements.



Level Four: Extended Thinking

- I can use a claim, lead in phrase, and explanation that complement each other and create a cohesive text.
- I can analyze how authors use or alter historical facts to develop their own fictional stories.

Assessment		
Before Learning (Pre-Test)	During Learning (Formative)	After Learning (Summative)
1. What is historical fiction? (3-2-1)	2. Watch Remember the Titans / compare with ESPN article about real/reel aspects 3. “Suzy and Leah” research practice 4. MLA quiz 5. “Drummer Boy of Shiloh”	6. PowerPoint presentation focusing on research of historical realism, how the author used history to manipulate fiction, presentation, and MLA (4 std summative).

Learning Plan

1. Students will be introduced to what historical fiction is and book talked on possible literature circle novels they might read.
2. They will be placed into groups and given a packet broken into four book clubs
 - a. Book clubs will cover: setting, point of view, characterization, theme, climax, secondary characters, and research questions
3. Students will read “Suzy and Leah”
 - a. Will introduce MLA conventions
 - b. Will compare the story to provided research and require them to make a judgment supported by comparing research to short story
4. Students will watch Remember the Titans
 - a. Fill in blanks about real life versus reel life
 - b. Write paragraphs about how the writers manipulated real life to create a better story
 - i. Practice mla citation



5. Read "The Drummer Boy of Shiloh"
 - a. Example of final project given by teacher using excerpts from DBoS
 - b. What is the theme?
 - c. Write: Using provided sources, is one section of this story realistic
6. Final project - see above.

Prior Knowledge Required/ Referenced

1. CRAAP - research requirements
2. Setting
3. Theme
4. Plot points
5. Subjective/objective

Anticipated Misunderstandings

1. Difference between realism and accuracy
2. Context of the history behind the book
3. Research using **credible** Websites
4. Formulating research questions
5. MLA format

Key Vocabulary (Facts, Concepts, Procedures)

1. Theme
2. Setting
3. Plot
4. Point of view
5. MLA

Modifications

1. Book choice - struggling readers read The Boy Who Dared
2. Check-ins
3. Audio copy of books
4. Graphic organizer
5. Modified assignment requirements - less sources, individual assignments rather than group



Resources

1. Novels: Students have choice to read from *Sarah's Key*, *Between Shades of Grey*, *The Book Thief*, *Berlin Boxing Club*, *The Boy Who Dared*, *Chains*, *City of Orphans*, *One Crazy Summer*, *Stella by Starlight*, *Iqbal*, *My Mother the Cheerleader*, *Planet Earth is Blue*
2. Short stories: "Drummer Boy of Shiloh," "Suzy and Leah"
3. Film: Remember the Titans