



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Gifted Curriculum

Course Description: The Park Hill School District is committed to an educational program which recognizes the unique values, needs, and academic talents of the gifted student. The gifted program's guiding characteristic is the provision of differentiated studies, addressing both cognitive and affective development. The ultimate goal of the program is to provide experiences whereby the students will be challenged academically, socially, and emotionally to achieve their greatest potential and have a sense of responsibility for self, school, community, and society.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
9 Weeks	Explorations of the Past	Topic 1: Impact of the Past Topic 2: Patterns of Change through History
9 Weeks	Exploring Problems	Topic 1: Problem Solving Process
9 Weeks	Literacy Exploration	Topic 1: Reader's Workshop
9 Weeks	Exploring STEM	Topic 1: What Do We Need?

Unit 1: Explorations of the Past

Subject: 7th Grade Gifted

Grade: 7

Name of Unit: Explorations of the Past

Length of Unit: 9 Weeks

Overview of Unit: During this unit students will examine the factors and impact of the Holocaust of World War II. The students will work through the various aspects of this historical events in an effort to identify key components that appear to connect with other historical events. Students will identify a pattern to further research and present with real-world examples illustrating how this pattern reappears in history.

Priority Standards for unit:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Supporting Standards for unit:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.
- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Exhibit leadership for digital citizenship
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Understand and use technology systems.
 - Select and use applications effectively and productively.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
strategies to guide inquiry	Plan	apply	3
information from a variety of sources and media	Locate, Organize, Analyze, Evaluate, Synthesize, Use	Evaluate	3
information sources and digital tools based on the appropriateness to specific tasks	Evaluate, Select	Evaluate	3
data and results	Process, Report	Analyze	3
short as well as more sustained research projects based on focused questions, understanding of the subject under investigation	Conduct, Demonstrating	Analyze	4
relevant information from multiple print and digital sources, the credibility and accuracy of each source, and the information while avoiding plagiarism	Gather, Assess, Integrate	Evaluate	4

Essential Questions:

1. Why do we study/examine the past, present, and future?
2. What are the recurrent motifs of history, and in what ways have they changed or remained the same?
3. How have peoples'/groups of people's beliefs and values affected behaviors and decisions in the past?

Enduring Understanding/Big Ideas:

1. Students will gain a historical understanding, providing a reference and insight to develop their own philosophy that will impact their future decisions and actions. Students will be able to apply this philosophy to future issues, problems and events.
2. Students will analyze past events and identify themes, recurring patterns and causes in history's events. They will connect that history repeats itself and trends in behavior and events tend to recur in the present as well as the future. Students will also analyze propaganda during historical events to extend the conversation that nothing exist within a vacuum and history has an impact on the present and future.
3. Students will analyze events in history and how these events were driven by the beliefs and values of the people of the time. They will be able to compare different groups throughout history and how belief and value systems are similar or different.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analyze ● Evaluate ● Prioritize	● Displaced Persons ● Final Solution ● Ghettos ● Liberation ● Military Tribunal ● Reparations

Resources for Vocabulary Development: United State Holocaust Memorial Museum

Topic 1: Impact of the Past



Engaging Experience 1

Title: The Impact of the Treaty of Versailles

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

Detailed Description/Instructions: Students will work in small groups to research one aspect of the conditions of the Treaty of Versailles: division of German country borders, hyperinflation, reparations, and governmental changes (monarchy vs. republic). Students will create educational materials (poster, slides, etc.) to present to the class.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Engaging Experience 2

Title: Political Landscape of Germany Post WWI

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will introduce the concept of political parties and guide students through the formation of party platforms. Students will participate in a simulation assuming the role of a German citizen. The students will analyze their citizen identity to determine viewpoints, priorities, and fears. The students will examine the top three political party platforms (Weimar Republic, Communist, and Nazi). Students will individually complete a chart that compares the three parties in order to decide for which party they will cast vote. Students will participate in a simulated election, which will be followed by a class discussion.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric: To be created



Engaging Experience 3

Title: Nazi Propaganda & Nuremberg Laws

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior (ISTE 5 - Digital Citizenship).
 - Exhibit leadership for digital citizenship.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Select and use applications effectively and productively.

Detailed Description/Instructions: Students will be involved in a variety of activities to examine propaganda materials used by the Nazi party. Students will also participate in a small group activity to analyze and prioritize the Nuremberg Laws and the impact on the lives of German citizens.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Engaging Experience 4

Title: The Jewish Situation

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will facilitate class activities to introduce the students to the fate of the Jewish (and other identified groups) people as determined by the Nazis. Students will study the formation of the ghettos, the living conditions, and the intent of the Nazis.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Engaging Experience 5

Title: The Final Solution

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- N/A

Detailed Description/Instructions: The teacher will facilitate the students through guided activities to address the factors that resulted in The Final Solution. Components will include the Wannsee Conference, the process for relocation, the techniques used for relocation, and the location and formation of the death camps.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Engaging Experience 6

Title: Perpetrators, Collaborators, and Bystanders

Suggested Length of Time: 8-10 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- N/A

Detailed Description/Instructions: Students will learn about the factors that lead to the end of WWII. The teacher will facilitate activities and discussions focused on the evacuation of the camps in occupied German territories, the Death Marches, and Liberation by the Allies. Students will also participate in a class activity to determine the level of responsibility of various individuals prior to and during the Holocaust. Students will work in small groups to identify the top five defendants for the Nuremberg Trials. This activity could culminate in a class debate.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created



Engaging Experience 7

Title: The Role of People's Beliefs and Values in the Holocaust

Suggested Length of Time: 4-5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Process data and report results.

Detailed Description/Instructions: The teacher will facilitate students in the examination of art work, journal entries, speeches, etc. to identify and analyze the effects of individual beliefs and values in the Holocaust and extend the conversation to the role that plays in additional historical events.

Bloom's Levels: Analyze

Webb's DOK: 4

Rubric: To be created

Topic 2: Patterns of Change through History



Engaging Experience 1

Title: Research Skills

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- CCSS.ELA.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Process data and report results.

Detailed Description/Instructions: The teacher will use the framework of the Holocaust to transition to other topics in history. Students will learn how to complete academic research, including where to find information, how to use research databases, search engines, citations, etc.

Bloom's Levels: Evaluate

Webb's DOK: 3

Rubric: To be created



Engaging Experience 2

Title: World Conflict Project: American Conflict

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Process data and report results.

Detailed Description/Instructions: Students will collaborate with group members to research multiple world conflicts throughout history. As a group, students will work together to research an American conflict, looking for a brief history of the conflict; roles of perpetrators, victims, and bystanders. Students will use proper research techniques and begin to build a works cited page.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 4

Rubric: To be created



Engaging Experience 3

Title: World Conflict Project: World Conflict

Suggested Length of Time: 5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA.CCRA.W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Supporting:

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Understand and use technology systems.
 - Select and use applications effectively and productively.

Detailed Description/Instructions: Within student project collaboration groups, each student will choose a world conflict from a given list to research, looking for a brief history of the conflict; roles of perpetrators, victims, and bystanders. Students will use an electronic tool (such as Google Keep) to collect notes and citations.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 4

Rubric: To be created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

World Conflict Project: Multimedia Production

Students will collaborate to create a multimedia presentation combining all their research and findings into one polished multimedia presentation focused on the decided upon theme/pattern. The presentation should include as least:

- A brief history of the conflict/oppression,
- An understanding of the roles of victims, perpetrators, and bystanders and their impact on the conflicts,
- What they determine to be the important change in people's behavior, government or societies that will have a positive benefit in the future.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	The Impact of the Treaty of Versailles 	Students will work in small groups to research one aspect of the conditions of the Treaty of Versailles: division of German country borders, hyperinflation, reparations, and governmental changes (monarchy vs. republic). Students will create educational materials (poster, slides, etc.) to present to the class.	5 Days
1	Political Landscape of Germany Post WWI	The teacher will introduce the concept of political parties and guide students through the formation of party platforms. Students will participate in a simulation assuming the role of a German citizen. The students will analyze their citizen identity to determine viewpoints, priorities, and fears. The students will examine the top three political party platforms (Weimar Republic, Communist, and Nazi). Students will individually complete a chart that compares the three parties in order to decide for which party they will cast vote. Students will participate in a simulated election, which will be followed by a class discussion.	5 Days
1	Nazi Propaganda & Nuremberg Laws 	Students will be involved in a variety of activities to examine propaganda materials used by the Nazi party. Students will also participate in a small group activity to analyze and prioritize the Nuremberg Laws and the impact on the lives of German citizens.	3 -4 Days
1	The Jewish Situation	The teacher will facilitate class activities to introduce the students to the fate of the Jewish (and other identified groups) people as determined by the Nazis. Students will study the formation of the ghettos, the living conditions, and the intent of the Nazis.	2 -3 Days
1	The Final Solution	The teacher will facilitate the students through guided activities to address the factors that resulted in The Final Solution. Components will include	1 -2 Days

		the Wannsee Conference, the process for relocation, the techniques used for relocation, and the location and formation of the death camps.	
1	Perpetrators, Collaborators, and Bystanders	Students will learn about the factors that lead to the end of WWII. The teacher will facilitate activities and discussions focused on the evacuation of the camps in occupied German territories, the Death Marches, and Liberation by the Allies. Students will also participate in a class activity to determine the level of responsibility of various individuals prior to and during the Holocaust. Students will work in small groups to identify the top five defendants for the Nuremberg Trials. This activity could culminate in a class debate.	8 - 10 Days
1	The Role of People's Beliefs and Values in the Holocaust 	The teacher will facilitate students in the examination of art work, journal entries, speeches, etc. to identify and analyze the effects of individual beliefs and values in the Holocaust and extend the conversation to the role that plays in additional historical events.	4 -5 Days
2	Research Skills 	The teacher will use the framework of the Holocaust to transition to other topics in history. Students will learn how to complete academic research, including where to find information, how to use research databases, search engines, citations, etc.	3 -5 Days
2	World Conflict Project: American Conflict 	Students will collaborate with group members to research multiple world conflicts throughout history. As a group, students will work together to research an American conflict, looking for a brief history of the conflict; roles of perpetrators, victims, and bystanders. Students will use proper research techniques and begin to build a works cited page.	5 Days
2	World Conflict Project: World Conflict 	Within student project collaboration groups, each student will choose a world conflict from a given list to research, looking for a brief history of the conflict; roles of perpetrators, victims, and bystanders. Students will use an electronic tool (such as Google Keep) to collect notes and citations.	5 Days

Unit 2: Exploring Problems

Subject: 7th Grade Gifted

Grade: 7

Name of Unit: Exploring Problems

Length of Unit: 9 Weeks

Overview of Unit: During this unit of study, the students will explore various research strategies that are used within the medical community. The students will develop a research plan in order to gather the necessary information to investigate a medical mystery. The students will then be actively engaged in a simulation scenario based on the spread of an unknown epidemic. Students will work to identify the disease/virus, prevent the spread, and to notify the public how to protect themselves via the use of a media message.

Priority Standards for unit:

- CCSS.ELA.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Supporting Standards for unit:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Understand and use technology systems.
 - Select and use applications effectively and productively.
 - Troubleshoot systems and applications.
 - Transfer current knowledge to learning of new technologies.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
with diverse individuals and across diverse groups. 1 They use positive strategies to address social issues, including discrimination and stereotyping	Communicating, Collaborating	Apply	2
effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	Prepare, Participate	Apply	3
informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	Write	Apply	4
strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	Make	Create	3
strategies to guide inquiry	Plan	Apply	3
information from a variety of sources and media	Locate, Organize, Analyze, Evaluate, Synthesize, Use	Evaluate	3
information sources and digital tools based on the appropriateness to specific tasks	Evaluate, Select	Evaluate	3
data and results	Process, Report	Analyze	3

Essential Questions:

1. Why do scientists gather, classify, sequence, and interpret different types?
2. Why should we use a variety of information and sources to make inferences and generalizations and to draw conclusions?
3. To what extent can understanding cause and effect help us solve problems and make decisions?

Enduring Understanding/Big Ideas:

1. Students will understand that scientists need to use different types of information to solve a variety of problems (diagnosing, preventing, or seeking to cure).
2. Students will develop a plan for gathering and using data to guide investigations, as well as defend the use of data and information.
3. Students will investigate scientific problems and how these problems have been solved, looking specifically at how these problems were caused in an effort to prevent the problems from reoccurring.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Analyze • Collaboration • Ethically • Evaluate • Organize • Synthesize	• Epidemic • Epidemiology • Pandemic

Resources for Vocabulary Development: Dictionary, Thesaurus

Topic 1: Problem Solving Process



Engaging Experience 1

Title: Understand the Problem

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Detailed Description/Instructions: The teacher will facilitate a presentation and discussion with the students to introduce the science of epidemiology. The teacher will also present the background information for the simulation. The students will be involved in researching medical techniques or procedures to gather information and data.

Bloom's Levels: Apply

Webb's DOK: 3

Rubric: To be created



Engaging Experience 2

Title: Devise a Plan

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Process data and report results.

Supporting:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.

Detailed Description/Instructions: After researching, sharing, and discussing the options and tools for investigating a health issue, the students will devise a plan to guide their investigation.

Bloom's Levels: Apply; **Webb's DOK:** 3

Rubric: To be created



Engaging Experience 3

Title: Carrying out the Plan

Suggested Length of Time: 4-6 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Supporting:

- Students apply digital tools to gather, evaluate, and use information (ISTE 3 - Research and Information Fluency).
 - Plan strategies to guide inquiry.
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
 - Process data and report results.

Detailed Description/Instructions: The students will conduct investigative work to identify and/or diagnose a health concern. Students will organize information and data collected during the investigation in order to reach a conclusion to present/share with the class.

Bloom's Levels: Apply

Webb's DOK: 4

Rubric: To be created



Engaging Experience 4

Title: Reflection and End Result

Suggested Length of Time: 10-15 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Supporting:

- Students demonstrate a sound understanding of technology concepts, systems, and operations (ISTE 6 - Technology Operations and Concepts).
 - Understand and use technology systems.
 - Select and use applications effectively and productively.
 - Troubleshoot systems and applications.
 - Transfer current knowledge to learning of new technologies.

Detailed Description/Instructions: Students will analyze the data from the research and investigation. Students will design a mass media message to identify the health problem, report contributing factors, and to recommend methods of prevention. Students will work in small groups to produce a form of a mass media message that could be shared with the public.

Bloom's Levels: Create

Webb's DOK: 3

Rubric: To be Created

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Mass Media Message

Students will create a variety of multimedia messages (newscast, ad campaign, PSA, website, etc.) to promote the solution to a problem.

The message(s) should include at least:

- An explanation of the initial problem appropriate to the audience and purpose;
- An explanation of the factors that contributed to the problem and how each factor has been accounted for in the solution; and
- An explanation of how to keep the problem from reoccurring (prevention).

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Understand the Problem 	The teacher will facilitate a presentation and discussion with the students to introduce the science of epidemiology. The teacher will also present the background information for the simulation. The students will be involved in researching medical techniques or procedures to gather information and data.	1 -2 Days
1	Devise a Plan 	After researching, sharing, and discussing the options and tools for investigating a health issue, the students will devise a plan to guide their investigation	1 -2 Days
1	Carrying out the Plan 	The students will conduct investigative work to identify and/or diagnose a health concern. Students will organize information and data collected during the investigation in order to reach a conclusion to present/share with the class.	4 -6 Days
1	Reflection and End Result 	Students will analyze the data from the research and investigation. Students will design a mass media message to identify the health problem, report contributing factors, and to recommend methods of prevention. Students will work in small groups to produce a form of a mass media message that could be shared with the public.	10 - 15 Days

Unit 3: Literacy Exploration

Subject: 7th Grade Gifted

Grade: 7

Name of Unit: Literacy Exploration

Length of Unit: 9 Weeks

Overview of Unit: During this unit, students will be involved in reading, discussing, and analyzing works of literature. Students will be involved in reading independently, addressing complex characters, plot events, and the various themes in selected works/novels. The students will demonstrate their understanding through discussion and written formats: Literature Circles, Book Talks, and the completion of a Literature Analysis Essay.

Priority Standards for unit:

- CCSS.ELA.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- CCSS.ELA.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Supporting Standards for unit:

- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how and why individuals, events, or ideas develop and interact over the course of a text	Analyze	Analyze	2
how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take	Analyze	Analyze	3
information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	Present	Apply	3
informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	Write	Apply	4

Essential Questions:

1. How do complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme by interpreting character's behaviors and motives?
2. How can two or more texts address similar themes to develop knowledge?
3. How do I present information appropriately to an audience?
4. How do I explain complex ideas from literature or text?

Enduring Understanding/Big Ideas:

1. Students will be able to analyze an author's use of characterization, examining how a character's behaviors and motives advance the plot and develop the theme.
2. Students will be able to analyze two or more text with a similar theme, comparing ideas, bias, style, etc. Students will use multiple texts from a variety of perspectives to understand one idea.
3. Students develop a presentation to reach a specific group or person. Students will be able to create an easy-to-follow presentation to help listeners understand their opinions and thoughts.
4. Students will be able to communicate effectively through writing to clearly present complex information.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
● Analysis ● Evidence ● Present ● Support	● Author's Intent ● Bias ● Characterization ● Flashback ● Motive ● Plot ● Theme

Resources for Vocabulary Development: Dictionary, Thesaurus, and Google

Topic 1: Reader's Workshop

Engaging Experience 1

Title: Character Development

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Supporting:

- N/A

Detailed Description/Instructions: Using the reader's workshop model, students will use a class short story to discuss development of complex characters (character's motivations, his/her interactions with other characters, etc.) in a text. Students will all read the same story, discuss, and analyze how the character(s) develop and change over the text. Students will then go back to their novel of choice and look for similar elements in regards to plot and characterization using a graphic organizer/tool from the lesson. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.

Bloom's Levels: Analyze

Webb's DOK: 2

Rubric: To be developed

Engaging Experience 2

Title: Plot Development

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Supporting:

- N/A

Detailed Description/Instructions: Students will complete class readings, analyzing the author's use of structure in a text, order events within the text, and manipulate time (flashback, etc.) to create effects (tension, suspense, etc.). Students will analyze and evaluate connections between events and the impact of these connections on the text in regards to author's intent. Students will use the same tools/graphic organizers to analyze individual texts. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.

Bloom's Levels: Analyze

Webb's DOK: 2

Rubric: To be developed

Engaging Experience 3

Title: Theme

Suggested Length of Time: 3-5 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Supporting:

- N/A

Detailed Description/Instructions: Students will read and analyze texts in regards to theme and its development, including how ideas emerge and are shaped by details over the course of the text. Students will read two texts with similar themes by different authors and compare how authors develop theme, exploring how this reveals an author's perspective/bias. Students will use similar tools as those taught to analyze the theme in his/her personal novel. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be developed

Engaging Experience 3

Title: Book Share/Talk

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Supporting:

- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Detailed Description/Instructions: Students will write and share a summary to persuade others to read their book with the class in a celebration of reading. Students will have the opportunity to ask questions about one another's reading and discuss similarities and differences about all the books students chose to read.

Bloom's Levels: Present

Webb's DOK: 3

Rubric: To be developed

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Literary Analysis

Students will engage in the writing process to create a literary analysis of the text read during the unit. The Literary Analysis should address development of complex characters, plot, and theme in a well-written informative essay with a length of at least one page, but no longer than two.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Character Development	Using the reader's workshop model, students will use a class short story to discuss development of complex characters (character's motivations, his/her interactions with other characters, etc.) in a text. Students will all read the same story, discuss, and analyze how the character(s) develop and change over the text. Students will then go back to their novel of choice and look for similar elements in regards to plot and characterization using a graphic organizer/tool from the lesson. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.	3 -5 Days
1	Plot Development	Students will complete class readings, analyzing the author's use of structure in a text, order events within the text, and manipulate time (flashback, etc.) to create effects (tension, suspense, etc.). Students will analyze and evaluate connections between events and the impact of these connections on the text in regards to author's intent. Students will use the same tools/graphic organizers to analyze individual texts. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.	3 -5 Days
1	Theme	Students will read and analyze texts in regards to theme and its development, including how ideas emerge and are shaped by details over the course of the text. Students will read two texts with similar themes by different authors and compare how authors develop theme, exploring how this reveals an author's perspective/bias. Students will use similar tools as those taught to analyze the theme in his/her personal novel. Students will have the opportunity to discuss and clarify with peers and the teacher through conferencing.	3 -5 Days
1	Book Share/Talk	Students will write and share a summary to persuade others to read their book with the class in	1 -2 Days

		a celebration of reading. Students will have the opportunity to ask questions about one another's reading and discuss similarities and differences about all the books students chose to read.	
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Unit 4: Exploring STEM

Subject: 7th Grade Gifted

Grade: 7

Name of Unit: Exploring STEM

Length of Unit: 9 Weeks

Overview of Unit: During this unit of study, the students will be involved in the process of establishing a Makers' Faire event. Students will collaborate to establish the criteria and assessment guidelines for the products to be entered into the Faire. Students will construct a product or prototype for selected projects. Students will critique and evaluate the products.

Priority Standards for unit:

- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NGSS.SEP.1 Asking Questions and Defining Problems
- NGSS.SEP.2 Developing and Using Models
- CCSS.MP6 Attend to precision.

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Plan and manage activities to develop a solution or complete a project.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Questions and Problems	Asking, Defining	Understand	2
Models	Developing, Using	Apply	2
information from a variety of sources and media	Locate, Organize, Analyze, Evaluate, Synthesize, Use	Evaluate	3
to precision	Attend	Apply	2

Essential Questions:

1. Why do scientist, civic leaders, and engineers pursue solutions to certain problems?
2. How can you use evidence to solve problems and make decisions?
3. How does explaining my process help me to understand a problem's solution better?
4. How does my completed building project present a viable solution to a need?

Enduring Understanding/Big Ideas:

1. Students will be able to identify how scientific, civic, and engineering solutions to improve communities.
2. Students will demonstrate the ability to gain more information about the problem and increase their understanding through fact finding and analysis
3. Students will understand the importance of creating a plan to effectively present a proposed project.
4. Students will gain an understanding the importance of reflection in regards to a finished product, as well as the experience gained through the development process.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Criteria • Guidelines	• Constraints • Precision

Resources for Vocabulary Development: Dictionary, Thesaurus, and Google

Topic 1: What Do We Need?



Engaging Experience 1

Title: Defining a Need to Establish a Goal

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- NGSS.SEP.1 Asking Questions and Defining Problems

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1 - Creativity and Innovation).
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).
 - Identify and define authentic problems and significant questions for investigation.
 - Collect and analyze data to identify solutions and/or make informed decisions.
 - Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: The teacher will facilitate a class discussion that introduces the students to the STEM project, which will slightly resemble a Maker's Faire.

- The students will participate in the brainstorming of ideas for potential project ideas.
- The students will be involved in the decision making regarding what would be acceptable for a project.
- The students will participate, as well as establish the evaluation criteria, guidelines, and constraints.

Bloom's Levels: Understand

Webb's DOK: 2

Rubric: To be created



Engaging Experience 2

Title: Design Evaluation

Suggested Length of Time: 14-15 Days

Standards Addressed

Priority:

- NGSS.SEP.2 Developing and Using Models
- CCSS.MP6 Attend to precision

Supporting:

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources (ISTE 4 - Critical Thinking, Problem Solving, and Decision Making).

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

Detailed Description/Instructions: The students will create a proposed design that meets the established criteria and adheres to the project guidelines and constraints that are developed with the students. The students will present their proposed designs to the class. Students will participate in peer evaluation and critiquing of the proposals. The students will then use class time to construct their selected project and prepare to present them to an audience.

Bloom's Levels: Apply

Webb's DOK: 2

Rubric: To be created

Engaging Experience 4

Title: The Grand Finale

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- CCSS.ELA.CCRA.W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Supporting:

- N/A

Detailed Description/Instructions: The students will analyze the test results from the prototypes in order to make recommendations to improve the design for an improved performance. The students will complete a self-reflection to address the flaws. There is a possibility that the students may have an opportunity to make the actual improvements based on evaluations.

Bloom's Levels: Evaluate

Webb's DOK: 4

Rubric: To be created.

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Maker's Faire

The students will host a Maker's Faire to exhibit the completed products.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Defining a Need to Establish a Goal 	The teacher will facilitate a class discussion that introduces the students to the STEM project, which will slightly resemble a Maker's Faire. • The students will participate in the brainstorming of ideas for potential project ideas. • The students will be involved in the decision making regarding what would be acceptable for a project. • The students will participate, as well as establish the evaluation criteria, guidelines, and constraints.	3 -4 Days
1	Design Evaluation 	The students will create a proposed design that meets the established criteria and adheres to the project guidelines and constraints that are developed with the students. The students will present their proposed designs to the class. Students will participate in peer evaluation and critiquing of the proposals. The students will then use class time to construct their selected project and prepare to present them to an audience.	14 - 15 Days
1	The Grand Finale	The students will analyze the test results from the prototypes in order to make recommendations to improve the design for an improved performance. The students will complete a self-reflection to address the flaws. There is a possibility that the students may have an opportunity to make the actual improvements based on evaluations.	1 -2 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.