

Course Description

Students will explore different forms of writing, while reading across different mediums.

Scope and Sequence

Timeframe	Unit	Instructional Topics
6 Week(s)	Greek Mythology/Olympics	1. Reading Comprehension 2. Narrative Writing 3. Research Using Reliable Sources
6 Week(s)	Edgar Allan Poe	1. Point of View Activity 2. Figurative Language 3. Tell-Tale Heart Creative Project 4. Tell-Tale Heart Trial 5. The Landlady
6 Week(s)	Civil Rights	1. Underground Railroad 2. Mock Trial 3. Research Project
6 Week(s)	Holocaust	1. Play v. Movie (Regular) 2. Visual Representation (Advanced) 3. Standover Man Story (Advanced) 4. Argumentative Essay (Both)
6 Week(s)	Dystopian Literature	
6 Week(s)	Al Capone Does My Shirts	

Prerequisites

6th Grade ELA

Course Instructional Resources/Textbook

Elements of Literature First Course
Elements of Literature Second Course

Course Details**UNIT: Greek Mythology/Olympics** -- 6 Week(s)**Unit Description**

Students will explore the historical context of the Olympic Games ranging from the current summer events all the way through the events in ancient Greece. Students will examine the origins of the Olympic Games by learning and researching the ancient Greek Gods and other important figures in Greek Mythology. Students will use critical thinking skills to answer complex questions about mythology.

Enduring Understandings/Essential Learner Outcomes

Students will be able to use comprehension skills to read, determine theme, and understand information about Greek Gods and Olympians. They will then be able to use this information to compose essays and narrative profiles of characters from Greek mythology and Olympic games.

Academic Vocabulary

Inference
Reflection
Theme
Main Idea
Compare
Contrast
Analysis
Point of View
Credible Source

Characterization

TOPIC: Reading Comprehension -- 3 Week(s)

Description

Students will use comprehension skills to determine theme and main idea in given passages.

Academic Vocabulary (What terms will students need to know?)

Theme
Summary
Comprehension
Anticipation
Analyze
Figurative
Connotative
Tone
Setting
Characters
Plot

Learning Targets

I can determine the figurative meaning of words and phrases used in text.

ELA.7.RL.1.B

I can determine the connotative meaning of words and phrases used in text.

ELA.7.RL.1.B

I can analyze how word choice contributes to the meaning.

ELA.7.RL.2.C

I can analyze how word choice contributes to the tone.

ELA.7.RL.2.C

I can analyze how the setting affects the meaning.

ELA.7.RL.2.D

I can analyze how characters affect the meaning.

ELA.7.RL.2.D

I can analyze how the plot contributes to the meaning.

ELA.7.RL.2.D

I can analyze how setting, characters, and plot affect each other and contribute to the meaning.

ELA.7.RL.2.D

I can read and comprehend literature independently and proficiently.

ELA.7.RL.3.D

I can determine the theme of a text.

ELA.7.RL.1.D

I can explain the relationship between the theme and supporting evidence.

ELA.7.RL.1.D

I can analyze how a text's form contributes to meaning.

ELA.7.RL.2.A

I can analyze how the overall structure of a text contributes to meaning.

ELA.7.RL.2.A

TOPIC: Narrative Writing -- 1 Week(s)

Description

Students will create their own myth. This can include creating their own god or goddess as well.

Academic Vocabulary (What terms will students need to know?)

Research
Paragraph
Introduction
Transitions
Grammar
Punctuation
Review
Revise
Edit
Narrative
MLA Format
Conduct
Relevant
Point of View
Sequences

Learning Targets

I can conduct research to answer a question.

ELA.7.W.1.A.1

I can gather relevant sources from both print and digital.

ELA.7.W.1.A.1

I can integrate information in MLA format.

ELA.7.W.1.A.1

I can develop a narrative with a clear point of view, identified characters, sequences, and descriptive details.

ELA.7.W.2.A

I can review, revise, and edit my writing.

ELA.7.W.3.A

TOPIC: Research Using Reliable Sources -- 2 Week(s)**Description**

Student will use the internet and library to research a Greek God that has been chosen for them. They will need to differentiate between reliable and unreliable sources. Students will be expected to use this information to create a presentation teaching their fellow classmates about the Greek God or Goddess they have become experts on. Once presentations are done students will create a Fakebook page for the mythological character they researched.

Academic Vocabulary (What terms will students need to know?)

Reliable Source
Speaking
Listening
Audience
Purpose
Research
Text Evidence
Presentation
Cite
Relevant
Assess
Accuracy
Paraphrase
Plagiarism
MLA Format
Argument
Acknowledge

Learning Targets

I can cite several pieces of text evidence to support what the text says.

ELA.7.RL.1.A

I can gather relevant information from different sources both in print and digital using search terms effectively.

ELA.7.W.1.A.2

I can assess the accuracy of each source used and quote or paraphrase the data from others while avoiding plagiarism and following MLA format.

ELA.7.W.1.A.2

I can determine a speaker's argument and claims while evaluating the reasoning in order to ask questions that require a response.

ELA.7.SL.1.B

I can acknowledge new information from others when presented in different media forms and modify views if needed.

ELA.7.SL.1.C

I can speak clearly, audibly, and to the point to deliver a presentation with a purpose and audience in mind at an appropriate volume.

ELA.7.SL.2.A

I can position my body to face the audience and make eye contact while speaking.

ELA.7.SL.2.B

I can deliver an appropriate presentation based on the task, audience, and purpose while including multimedia in the presentation.

ELA.7.SL.2.C

UNIT: Edgar Allan Poe -- 6 Week(s)**Unit Description**

Students will be reading a variety of different Edgar Allan Poe stories. These include, but are not limited to "The Tell Tale Heart," "The Masque of the Red Death," "Annabel Lee," and "The Black Cat." Students will also read "The Landlady" by Roald Dahl. This story is similar in nature to Edgar Allan Poe's stories, so it will be used to compare and contrast different writing styles. Throughout the unit students will do various types of writing assignments and exploring figurative language in detail.

Enduring Understandings/Essential Learner Outcomes

Students will be able to read and identify figurative language and different points of view in different writings. They will also be able to identify different writing styles.

Academic Vocabulary

Style
Point of View
Figurative Language
Identify
Alliteration
Simile
Metaphor
Hyperbole
Symbolism
Allusion
Imagery
Personification
Idiom

TOPIC: Point of View Activity -- 2 Week(s)

Description

Students will read The Tell Tale Heart by Edgar Allan Poe. They will then rewrite the story from a different characters point of view. The choices are the police officers, the old man, or the neighbor. They need to use details and descriptive language.

Academic Vocabulary (What terms will students need to know?)

Point of View
Transitions
Paragraph
Descriptive language
Figurative language
Analyze
Contrasts
Narrative
Descriptive Details

Learning Targets

I can analyze how an author develops the point of view of different characters in the text.

ELA.7.RL.2.B

I can analyze how an author contrasts the points of view of different characters in the text.

ELA.7.RL.2.B

I can develop a narrative with imagined experiences while creating well developed characters, a consistent point of view, and descriptive details.

ELA.7.W.2.A

TOPIC: Figurative Language -- 1 Week(s)

Description

Students will be given a figurative language choice board. They are told what shape they should work on. They will pick one of the choices and complete that. After a given amount of time they will partner up with someone else that has the same shape as they do. As a partnership, they will pick a different choice to complete.

Academic Vocabulary (What terms will students need to know?)

Figurative Language

Alliteration

Simile

Metaphor

Allusion

Imagery

Personification

Choice Board

Symbolism

Precise

Learning Targets

I can choose appropriate and precise language.

ELA.7.W.3.A

I can convey the relationship between ideas through varied sentence structures.

ELA.7.W.3.A

TOPIC: Tell-Tale Heart Creative Project -- 1 Week(s)

Description

Students will create either a comic strip or an acrostic poem to summarize "The Tell-Tale Heart." It is their choice which one they want to do. Websites have been provided for both choices, so it can be done electronically.

Academic Vocabulary (What terms will students need to know?)

Acrostic Poem

Produce

Technology

Electronically

Summarize

Learning Targets

I can use technology to produce writing.

ELA.7.W.3.A

TOPIC: Tell-Tale Heart Trial -- 1 Week(s)**Description**

After reading "The Tell Tale Heart," students will answer questions about criminal trials and the story. They will determine how they would charge the narrator and why.

Academic Vocabulary (What terms will students need to know?)

Compare
Contrast
Fictional
Realistic
Conduct
Research
Relevant
Sources
Effectively
Criminal Trial

Learning Targets

I can compare and contrast a fictional portrayal of time to a realistic account of the same subject.

ELA.7.RL.3.B

I can conduct research to answer questions about the story and the trial.

ELA.7.W.1.A.1

I can analyze how the plot of a text contributes to meaning.

ELA.7.W.1.A.2

TOPIC: The Landlady -- 1 Week(s)**Description**

Students will read the story "The Landlady" by Roald Dahl. After reading they will watch the 40 minute show depicting the story, they will then answer questions in a follow-up activity.

Academic Vocabulary (What terms will students need to know?)

Compare
Contrast
Analyze
Techniques
Medium
Contribute
Comprehend
Plot

Learning Targets

I can compare and contrast a written story to the filmed version.

ELA.7.RL.3.A

I can analyze how the techniques are unique to each medium and how that contributes to meaning.

ELA.7.RL.3.A

I can read and comprehend "The Landlady."

ELA.7.RL.3.D

I can analyze how the plot of a text contributes to meaning.

ELA.7.RL.2.D

UNIT: Civil Rights -- 6 Week(s)**Unit Description**

This unit not only goes into detail about the civil rights movement of the 1950s and 1960s, including some of the most influential activists, but it also explores freedom fighters from different times including Abraham Lincoln and Harriet Tubman. Students will gain an understanding of the way speech and writing can play an important role in changing someone's opinion.

Enduring Understandings/Essential Learner Outcomes

Students will learn about different civil rights events and leaders.

Academic Vocabulary

- Research
- Expository
- Argument
- Trial
- Mock

TOPIC: Underground Railroad -- 2 Week(s)

Description

Students will read the story "Harriet Tubman: The Underground Railroad." After reading they will apply the knowledge of the Underground Railroad to create their own escape route.

Academic Vocabulary (What terms will students need to know?)

- Civil Rights
- Underground Railroad
- Phrases
- Interpret
- Visual Elements
- Explain
- Central Idea
- Supporting Evidence
- Analyze
- Word Choice
- Tone
- Relevant
- Digital Source
- Effectively
- Coherent Writing

Learning Targets

I can determine the meaning of words and phrases as they are used in "Harriet Tubman: Underground Railroad."

ELA.7.RI.1.B

I can interpret visual elements of "Harriet Tubman: Underground Railroad."

ELA.7.RI.1.C

I can explain the central idea of "Harriet Tubman: Underground Railroad."

ELA.7.RI.1.D

I can explain the relationship between the central idea and supporting evidence in "Harriet Tubman: Underground Railroad."

ELA.7.RI.1.D

I can analyze how word choice contributes to meaning and tone.

ELA.7.RI.2.C

I can gather relevant information from multiple print and digital sources using search terms effectively.

ELA.7.W.1.A.2

I can follow a writing process to produce clear and coherent writing.

ELA.7.W.2.A

TOPIC: Mock Trial -- 2 Week(s)**Description**

Students will read about the Emmett Till murder case. After reading about the case they will put on a mock trial. They will take on parts and present the trial to the class. Some students will be lawyers, suspects, witnesses, victim, and the jury. After the lawyers present the case, the jury will determine their verdict. Afterwards, the students will compare their verdict to the verdict that was determined in the real case.

Academic Vocabulary (What terms will students need to know?)

Evaluate
Argument
Assess
Sound
Evidence
Relevant
Sufficient
Claims
Explain
Reflects
Historical Contexts
Comprehend
Independently
Proficiently
Collegial Discussion
Specific

Learning Targets

I can evaluate an author's argument to assess whether the reasoning is sound.

ELA.7.RI.2.D

I can evaluate an author's argument to see if the evidence is relevant and sufficient to support the claims.

ELA.7.RI.2.D

I can explain how the text reflects historical contexts.

ELA.7.RI.3.C

I can read and comprehend information text independently and proficiently.

ELA.7.RI.3.D

I can follow the rules for a collegial discussion and decision-making.

ELA.7.SL.1.A

I can track progress toward specific goals and deadlines.

ELA.7.SL.1.A

I can define individual roles as needed.

ELA.7.SL.1.A

TOPIC:

Learning Targets

I can draw conclusions by citing several pieces of textual evidence to support analysis of what the text says.

ELA.7.RI.1.A

I can infer by citing several pieces of textual evidence to support analysis of what the text says.

ELA.7.RI.1.A

I can analyze by citing several pieces of textual evidence to support analysis of what the text says.

ELA.7.RI.1.A

I can analyze how the author develops his or her point of view and distinguishes it from those of others.

ELA.7.RI.2.B

I can analyze how an author develops his or her purpose and distinguishes it from those of others.

ELA.7.RI.2.B

I can develop informative writing to examine the civil rights event or person with relevant facts, examples, and details.

ELA.7.W.2.A

I can establish relationships between ideas and supporting evidence.

ELA.7.W.2.A

UNIT: Holocaust -- 6 Week(s)

Unit Description

Students in the regular class will read "The Diary of Anne Frank" and the advanced class will read *The Book Thief*. After reading, the regular class will watch the movie and connect the similarities and differences between the two. While the advanced class is reading, they will create a visual representation and create a story. After both classes have finished the reading, they will write an argumentative essay.

TOPIC: Play v. Movie (Regular) -- 4 Week(s)

Learning Targets

TOPIC: Visual Representation (Advanced) -- 2 Week(s)

Learning Targets

TOPIC: Standover Man Story (Advanced) -- 2 Week(s)

Learning Targets

7-ELA - MLS

Wright City R-II
English Language Arts
Grade 7, Duration 1 Year, 1 Credit
Required Course

TOPIC: Argumentative Essay (Both) -- 2 Week(s)

Learning Targets

UNIT: Dystopian Literature -- 6 Week(s)

UNIT: Al Capone Does My Shirts -- 6 Week(s)