

Grade 7: Environment

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> <i>Students will demonstrate the ability to analyze and objectively summarize the relationship among literary elements and author's perspective in order to make meaning of text.</i> <i>Students will demonstrate the ability to narrate a story by establishing context and point of view in order to develop real or imagined experiences.</i> <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i> <u>Content Standards:</u> • 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 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. • RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • 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. • RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • 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).	Transfer	
	<i>Students will be able to independently use their learning to make sense of their reading and communicate experiences.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> • effective readers use a variety of strategies to make sense of key ideas and details presented in a text. • analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. • to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. • comprehension is enhanced through a collaborative process of sharing and evaluating ideas. • producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. • writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	ESSENTIAL QUESTIONS • Does a person's surroundings determine their destiny?
	Acquisition	
	<i>Students will know...</i> • that an environment is defined as the social and cultural forces that influence the life of a person or population. • that a person's surroundings can affect him both positively and negatively, but that a person does not have to be defined by his environment. <u>Vocabulary:</u> camera angle, description, destiny, dialogue, environment, figurative language, flashback,	<i>Students will be skilled at...</i> • drawing conclusions about characters, themes, and situations based on analysis for textual details. • citing several pieces of textual evidence to support analysis of literary text. • providing an objective summary that includes main characters, thematic details, and conflict resolution, and retains overall meaning. • inferring the theme or themes of a literary text and analyzing how the theme is developed over the course of the text.

● L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ● Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. ○ Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. ○ Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. ○ Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. ○ Provide a conclusion that follows from and reflects on the narrated experiences or events. ● W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● 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. ● 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. ● 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. ● 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. ● SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. ● 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. ● SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. ● RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text	foreshadowing, media (audio, film, stage, text), pacing, sensory language, soliloquy, sonnet	● analyzing how actions and events in the plot influence other story elements. ● analyzing plot and structure development and determining how events advance the plot, explain previous events, and foreshadow later events. ● analyzing how setting influences and shapes the plot and characters. ● analyzing how characters' actions, thoughts, motivations, and relationships shape the plot. ● explaining the differences between words and phrases with similar denotative meanings that carry different connotations. ● analyzing how figurative language affects the meaning, tone, and mood of a literary text or section of a literary text. ● analyzing the effects of sound devices on poetry and other literary texts. ● analyzing how particular structural choices used in a play contribute to its meaning. ● analyzing how a poem's form for or structure contributes to its meaning. ● analyzing how the author develops and contrasts different characters or narrators within the text. ● analyzing how point of view influences the way a story is told, and how the author develops the narrator. ● comparing and contrasting the written text of a story, drama, or poem to a performed version of it, and analyzing differences and the effects of techniques unique to the medium of the performance. ● using knowledge of word relationships, including analogies and synonym/antonym relationships, to clarify the meanings of words in text. ● determining synonyms for grade appropriate words and explaining the subtle differences in meaning between synonyms. ● analyzing the connotative differences between words and phrases with similar denotative meanings. ● explaining the meanings of words and phrases derived from ancient literature and mythology.
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complexity band proficiently, with scaffolding as needed at the high end of the range. ● RI. 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. ● W. 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ● L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ● L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ● 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. ● 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 ● SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		● explaining the meanings of figures of speech in grade-appropriate prose and poetry including those that involve allusions. ● using the writing process to develop a narrative by establishing context and point of view. ● using technology to collaborate with others, produce and publish writing, and cite sources.
Content Area Literacy Standards		21st Century Skills
not applicable		● think creatively ● use and manage information ● analyze media

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	