

Grade 7: Change

Stage 1 Desired Results			
ESTABLISHED GOALS: <u>Competencies:</u> 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. Students will demonstrate the ability to objectively summarize the development of two or more central ideas as a means for analyzing the causal relationship between events, ideas, or concepts. Students will demonstrate the ability to communicate information by creating cohesion among ideas and concepts in order to share new knowledge. Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <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.7.7 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		
	Students will be able to independently use their learning to objectively analyze causal relationships .		
	Meaning		
	ENDURING UNDERSTANDINGS Students will understand that... - 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 How and why do people change?
	Acquisition		
	Students will know... - the reasons why a person might change. - that change is the only constant in life. - that <i>Habits of Mind</i> help us cope with change. <u>Vocabulary:</u> causal relationships, central idea, citations, <i>Habits of Mind</i>		Students will be skilled at... - drawing conclusions about characters, themes, and situations based on analysis of 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.

● RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. ● L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● RI.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. ● RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ● RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). ● RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. ● RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. ● W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. ○ Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. ○ Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. ○ Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ○ Use precise language and domain-specific vocabulary to inform about or explain the topic. ○ Establish and maintain a formal style. ○ Provide a concluding statement or section that follows from and supports the information or explanation presented. ● 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.		● 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 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. ● describing instances of modern literary texts drawing on the characteristics, themes, and patterns of events of epic tales, myths, and traditional tales, and comparing and contrasting the modern text to its source material. ● comparing and contrasting a literary text's portrayal of time, place, and characters with historical facts and nonfiction accounts of the same period. ● identifying and analyzing an author's use of supporting details in an informational text.
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● 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. ● W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ● W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ● 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 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.		● drawing conclusions based on analysis of multiple details in an informational text. ● citing several pieces of textual evidence to support analysis of an informational text. ● determining the central ideas of an informational text and analyzing their development. ● providing an objective summary of an informational text that includes central ideas, supporting details, and retains overall meaning. ● analyzing how interactions between individuals, events, and ideas in an informational text reveal their similarities and differences. ● analyzing how events, ideas, or individuals' actions influence subsequent events or ideas in an informational text. ● analyzing the cause-and-effect interactions between individuals, events, and ideas in an informational text. ● analyzing the tone of informational text, explaining the impact of the author's word choice on the reader. ● analyzing the effects of figurative language on an informational text's meaning. ● explaining the differences between words and phrases with similar denotative meanings that carry different connotations in an informational text. ● analyzing how informational text is organized, identifying major sections and explaining how they contribute to the development of the larger ideas in the text. ● explaining the author's purpose or intent and how the author fulfills that purpose in an informational text. ● comparing and contrasting authors' purposes or positions in informational text on similar topics. ● describing instances in which an author's opinions, beliefs, or attitude bias the text.
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● 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.		● analyzing how an author’s purpose or opinion is conveyed in an informational text, and analyzing how the author distinguishes his or her opinion from that of others or approaches the topic differently. ● explaining how an author’s perspective influences an informational text. ● 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. ● explaining the meanings of figures of speech in grade-appropriate prose and poetry, including those that involve allusions. ● using the writing process to draft explanatory text by creating cohesion among ideas and concepts. ● using technology to collaborate with others, produce and publish writing, and cite sources.
Content Area Literacy Standards		21st Century Skills
not applicable		implement innovations access and evaluate information adapt to change be flexible

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	