

|   |   |                   |                       |
|---|---|-------------------|-----------------------|
| <b>Course Title</b>   | 7th Grade English Language Arts   | <b>Unit Title</b> | Life is Not Fair      |
| <b>Grade Level</b>  | 7th Grade   | <b>Pacing</b>     | Quarter 2/ Days 46-90 |
| <b>Stage 1: Identify Desired Results</b>  |   |                   |                       |
| By the end of this unit, what should students know, understand, and be able to do?  |   |                   |                       |
| <b>Content Standards</b>  | <a href="#">NCDPI Unpacking Document</a> and <a href="#">Vertical Standards Map</a> |                   |                       |
| <b>*All effective classroom instruction will include Standards 1 and 10 throughout the unit and daily lessons.</b>  |   |                   |                       |
| <b>READING LITERATURE</b>   |   |                   |                       |
| <p>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.</p> <p>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 repetitive and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>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).</p> <p>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.</p>   |   |                   |                       |
| <b>READING INFORMATIONAL TEXT</b>   |   |                   |                       |
| <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>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.</p> |   |                   |                       |
| <b>WRITING</b>  |   |                   |                       |

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.

- A. 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.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style.
- F. 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.

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.

## **SPEAKING AND LISTENING**

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.7.4. 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.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **LANGUAGE**

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.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

| <p style="text-align: center;"><b>Understandings</b><br/>Students will understand that...</p>  | <p style="text-align: center;"><b>Essential Questions</b></p>  |
|--|--|
| <p><b>Theme-based understandings:</b></p> <ul style="list-style-type: none"> <li>● The connotation and denotation of the word “fairness.”</li> <li>● People confront unfairness in a variety of ways.</li> <li>● Unfairness is a common source of conflict in fiction texts, and unfairness is a frequent topic addressed in nonfiction texts.</li> </ul> <p><b>Content-based understandings:</b></p> <ul style="list-style-type: none"> <li>● Written and live versions of a text are similar and different. RL 7.7, RI 7.7</li> <li>● Authors choose the structure of a poem that best contributes to the meaning of the poem. RL7.5</li> <li>● Authors structure texts and organize information to influence the way ideas are conveyed and received. RI.7.3, RI.7.5</li> <li>● Authors often present similar information in very different formats, which can affect the way a reader builds understanding of a topic. RI.7.9</li> <li>● Authors carefully choose and create infographics that help to convey information to support a central idea. W7.2</li> <li>● Effective presentations are focused and coherent and use appropriate eye contact, appropriate volume, and clear diction. SL7.4</li> </ul> | <p><b>Theme-based questions:</b></p> <ul style="list-style-type: none"> <li>● What is “fairness”?</li> <li>● How do we respond when we experience unfair circumstances?</li> <li>● Are there lasting effects of unfairness on people or societies?</li> <li>● How should people who witness unfairness respond?</li> </ul> <p><b>Content-based questions:</b></p> <ul style="list-style-type: none"> <li>● How does the structure of a poem contribute to its meaning? RL7.5</li> <li>● How is a written version of a text similar and different to a live version? RL7.7, RI.7.7</li> <li>● How do authors structure texts and organize information to influence the way ideas are conveyed and received? - RI.7.3, RI.7.5</li> <li>● How does reading from different texts about the same topic build our understanding? - RI.7.9</li> <li>● How do authors carefully choose and create infographics to help and convey information to support a central idea? - W.7.2, W.7.4, W.7.6, W.7.7, W.7.8</li> <li>● What are the elements of an effective presentation? SL7.4</li> </ul> |
| <p style="text-align: center;"><b>Knowledge</b><br/>Students will know...</p>  | <p style="text-align: center;"><b>Skills</b><br/>Students will be able to...</p>   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Authors structure text and organize information to influence the way ideas are conveyed and received. RI.7.3, RI.7.5</li> <li><input type="checkbox"/> Similar information is presented in very different formats, which can affect the way a reader builds understanding of a topic. RI.7.9</li> <li><input type="checkbox"/> Carefully designed infographics convey information to support a central idea. W7.2</li> <li><input type="checkbox"/> Effective presentations are focused and coherent and use</li> </ul>  | <p><b>DETERMINE:</b> <i>ascertain or establish as a result of research</i></p> <ul style="list-style-type: none"> <li>➤ The structure of an informational text (paragraph/whole text)</li> </ul> <p><b>IDENTIFY:</b> <i>establish or indicate who or what (someone or something) is</i></p> <ul style="list-style-type: none"> <li>➤ The qualities of an informational text that influence structure (word choice, signal words)</li> </ul> <p><b>ANALYZE:</b> <i>examine methodically or in detail</i></p> <ul style="list-style-type: none"> <li>➤ How authors structure informational text</li> <li>➤ Why authors use different text structures</li> </ul>  |

appropriate presentation strategies (eye contact, appropriate volume, and clear diction). SL7.4.

**CREATE:** *Demonstrates a distinct style, use ingenuity, explain the innovation process, and show a personal touch when shaping ideas into a product appropriate for the purpose.*

➤ Structure an informational infographic

**APPLY** *to use for or assign to a specific purpose*

➤ Reflect upon the effectiveness of the use of the infographic to support their purpose and the purpose of others

## Stage 2: Assessment Evidence

What collection of assessments will PROVE that students have learned everything described in Stage 1?

### Performance Task or Project-Based Learning

#### [Differentiated Performance Task: Informational Article and Infographic](#)

**\*\*Note: The Performance Task for this unit will serve as the End of Unit Assessment.**

##### **Part 1: Analysis of Informational Text**

During this phase of the assessment, the teacher will direct students toward resources related to child exploitation in the chocolate industry. The teacher will first model how to analyze an informational text, using a [given graphic organizer](#). Then students will work collaboratively to analyze an informational text on the same topic together. Finally, students will work individually to show proficiency in analyzing an informational text. Students will participate in a paideia seminar to synthesize what they've learned from all the resources they have read on the topic.

##### **Part 2: Creating an Informational Article and Infographic**

Students use the [graphic organizer](#) from part 1 to plan their own informational article and infographic on child exploitation in the chocolate industry. Students will then draft, peer edit, and revise their article. They will share their infographic with the class in a verbal presentation.

Assessment Task Writing Prompt: *Some students have suggested that more should be done to expose the public to the unfair use child labor in the cocoa fields. You are working on the school newsletter, and your assignment is to write an informational article for the newsletter on this topic. Use the sources you have examined to write your article. The audiences for your article are the teachers and students at your school.*

##### **Part 3: Reflection/Review**

Students will use a verbal presentation [rubric](#) to assess the presentation of at least one other student. Then, students will use an article rubric to self assess their own articles.

Teachers can differentiate as needed. Refer to [7th Grade Writing Continuum](#).

Rubric for Article

[Cocoa Industry Rubric](#)

[Rubric for Verbal Presentation](#)

**Infographic Templates:**  
[Infographics Templates](#)

### **Cumulative Project: Rolling Knowledge and Rolling Vocabulary**

As students work throughout this unit, they should keep a [Rolling Knowledge Journal](#) and/or [Rolling Vocabulary “Sensational Six” List](#). These activities should be completed and updated after reading each resource in the text set. The purpose of these activities is to capture knowledge building from one resources to the next, and to provide a holistic snapshot of central ideas of the content covered in the unit. It is recommended that students are **required** to complete one of the Cumulative Activities (*Rolling Knowledge Journal* or *Rolling Vocabulary*) for this unit. (activities adapted from *Achieve the Core*).

#### **Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)**

- [Mid-unit Assessment](#)
- [Exit Tickets and Quick Checks](#)
- Paideia Seminar
- [Graphic Organizers](#)
- Various Discussion Protocols
- Gallery Walks
- 4 Corners
- Quickwrites

### **Stage 3: Learning Plan, Experiences, and Instruction**

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?

Be sure to identify [the shifts](#) and the [WHERE TO](#) elements.

#### **Notes for Teachers:**

**What is a Text Set?:** A text set is a collection of related texts organized around a topic or line of inquiry.

A text set includes information in many modalities, including print, audio, visual. Examples could be podcasts, news footage, photographs, drawings, artifacts, sculptures, and paintings, including primary sources.

#### **Instructional Sequence**

*Teachers may choose to complete one or more text sets. All students will need to receive instruction in the “Central Text Set” to provide all students with a basis for conversation. Teachers may choose an additional text set to supplement the foundational set.*

**Central Text for this Unit: “The Lottery” by Shirley Jackson**

**Text Sets for This Unit:**

[Text Sets & Instructional Sequences can be found here](#)

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)