Southfield Public Schools Unit Plan Template
Grade 7, Unit 1 Plan

Unit # 1 Title: The Choices We Make	
Established Goals: (Benchmarks/GLCE's etc.)	
R.WS.07.01	Explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
R.WS.07.02	use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.
R.WS.07.04	know the meanings of words encountered frequently in grade-level reading and oral language contexts.
R.WS.07.07	In context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.
R.NT.07.01	identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality.
R.NT.07.02	Analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.
R.NT.07.03	Analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.
R.IT.07.01	Analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
R.IT.07.02	Analyze organizational text patterns including sequential, compare/contrast, and cause/effect.
R.CM.07.01	Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
R.CM.07.03	Analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
R.MT.07.01	Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
R.MT.07.02	plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
W.GN.07.01	Write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal/external conflicts, antagonists/protagonists, personification).

W.GN.07.02	Write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
W.PR.07.03	Revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.
W.PR.07.04	Draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.
W.PR.07.05	Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.
W.PS.07.01	Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).
W.GR.07.01	In the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.
S.DS.07.02	Respond to multiple text types in order to anticipate and answer questions, offer opinions and solutions and to personally identify with a universal theme.
S.DS.07.03	Discuss written narratives with a variety of literary devices (e.g., clearly describe setting, sequenced events, complex major and minor characters, dialogue, suspense and specific character actions such as gestures, movement, and expressions.
L.CN.07.02	listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

Understandings	**Essential Questions**
• With choices come consequences • People must consider the choices they make and those that are made for them • We must express and validate our personal voice • It is critical to provide evidence to support the choices we make • Choices made by individuals may impact the way others relate to them • Life's choices can lead to growth • Choice we make can lead us to become better people	• Why is choice important? • What are the consequences of choice? • What kinds of lessons might people learn from experience? • Have you ever learned of a choice someone made that made you see them in a different light? • Why would an older person want to advise a younger person to make specific choices? • What life choices can someone make to turn them away from a life of crime?

Students will know . . .	**Students will be able to . . .**
• How to write a narrative about choice • How to revise a narrative • How to express and validate personal voice • Literary genres and their structures • How to make thematic text-to –self connections • How to write fluently • Using reading strategies can increase understanding of reading selections • The elements of writing a personal narrative • How to recognize and apply grammar skills needed to write a narrative • How to conduct an interview • Elements of research • Grammatical structures in writing	• Explain and use word and sentence structure • Use prediction to aid in decoding • Use prediction to aid in understanding the meaning of words in context • Use syntax and semantics to recognize words in context • Recognize idioms, analogies, metaphors, similes, roots, affixes, word chunks, rimes, and syllabication • Determine the meaning of words and phrases in context • Analyze structure, elements, style, and purpose of narrative text • Analyze role of antagonist, protagonist, internal and external conflict and abstract themes • Analyze the structure, elements, features, style and purpose of informational genre • Analyze expository text patterns • Make connections • Analyze themes • Write a personal narrative • Provide evidence to support statements • Revise drafts • Utilize text within their writing i.e. titles, leads, endings in a variety of structures • Incorporate style and voice in narrative and expository writing • Utilize appropriate grammatical conventions • Apply a variety of pre-writing strategies in multiple genres • Proofread and edit writing using a rubric or checklist • Identify literary devices. • Analyze characters • Employ SQ3R • Apply the strategies such as predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

Assessment Evidence	
Performance Tasks • Create a narrative (or story) about a choice you have made in your life and what has happened because of that choice. Look back at the work you have already produced. Use this previous work to help you think about a particular event in your life where you made a choice (big or small) and the resulting consequences (good or bad). As you decide about the choice, reflect on other people who might have been involved and the consequences of your choice in their lives. • Revise your Embedded Assessment One: Creating a Narrative About Choice. • Write a narrative about what your life would be like if suddenly you could no longer do the things that you love doing such as playing sports, music, drawing or something along those lines. • Select a scene, from one of the stories in the unit, that you feel is very powerful and silently act it out in front of the class. Have the class to try and identify the scene • Review the stories in the unit and create a collage representing the key events or create a collage representing the principles learned from the unit • Write an essay explaining if someone should change in order to fit in. • Design a Mother's Day card that you could imagine the narrator in *The White Umbrella*, giving to her mother. Include a message as well as a drawing that may express how she feels about her mother • Draw a caricature of one of the characters in the play "A Defenseless Creature" • Interview an elderly person about their life. Ask them about their greatest lessons learn and things they want young people to know. Present the interview results to the	**Other Evidence:** • Completed Springboard embedded assessment rubric • Oral and written responses to the comprehension questions • Unit activities and exams • Journal entries • Make a list of the insights the main characters in this unit have about others. Select one insight and write a paragraph explaining how that insight affects the character's relationship with another person • Consider the following questions for an end of unit discussion: Which of the selections in this unit demonstrated the greatest lesson for people your age? Did you recognize yourself in any of the characters? What did you learn from the characters? Support your choices and opinions with unit examples • Observations and discussions

class • Research about twins – looking for the similarities and differences between fraternal and identical twins or other interesting information • Imagine you are a theater critic and you have just attended opening night of "A Defenseless Creature" write a review in which you present your reactions to the plot and characters of the play, in particular how each sister felt about the other. • Write a sequel to the play by incorporating a scene in which Mrs. Schukin returns to the bank the next day. Incorporate arguments Mrs. Schukin will use and how Kistunov will respond. Ask a classmate to review your draft. • Research the troubled childhood of Malcolm X and find out what turned his life around. • Choose three or more of the characters from the unit and prepare a skit which present the concept of "learning the hard way." Present the skit to the class	

Key Concepts
• Change
• Choice
• Consequences
• Acceptance
• Value of evidence
• Experience
• Society
• Family
• Sympathy
• Envy
• Jealousy
• Loyalty
• Pride
• Betrayal
• Compassion
• Respect
• Disappointment
• Friendship
• Understanding
• Apathy
	Instructional Resources
	• Springboard Level II, Unit 1
	Cool Running (1993) directed by Jon Turtletaub
	• *The Language of Literature, Unit 4*
	McDougal/ Littell
	  • *The White Umbrella by Gish Jen*
	  • *A Defenseless Creature by Neil Simon*
	  • *An Hour With Abuelo by Judith Ortiz Cofer*
	  • *Waiting by Budge Wilson*
	  • *Malcolm X by Malcolm X with Alex Haley*
	• *www.classzone.com*
	• www.twinsworld.com/
	• Malcolm X by Malcolm X with Alex Haley
	• www.brothermalcolm.net/
	• Jeremiah's Song by Walter Dean Myers
	• Malcolm X: By Any Means Necessary: A Biography by Walter Dean Myers
	• Scorpions by Walter Dean Myers

Accommodations

- Ask students to interpret the following quote by Miguel De Cervantes Saavedra, Spanish writer, author of Don Quixote, “Time ripens all things; no one is born wise.” Help them to understand that he may have meant that every experience has the potential to teach one something and lead one to become a better person.
- Demonstrate pre, during, and post reading comprehension strategies.
- Establish a purpose for reading, questioning the text, writing in response to reading, and improving Test-Taking Strategies.
- Increase understanding of key vocabulary by having students complete vocabulary webs, help to build a word wall, participate in verbal, visual and dramatic instruction of key terms and phrases.
- When conducting research, composing essays and undertaking other extensive writing assignments, students may benefit from working with a partner in small groups.
- For further reading consider additional stories from Unit 6 of The Language of Literature: Trickster Tale, *Brother Coyote and brother Cricket* retold by Frank Dobie; Greek Myth *Phaethon* retold by Moira Kerr and John Bennett; and the Spanish Tale, *The Force of Luch* retold by Rudolfo A. Anaya. (These selections may be used at the beginning or the end of the unit; extended learning opportunities or they may be used for homework or as silent sustained reading).